

FALL 2022

Year Seven Evaluation of Institutional Effectiveness

Prepared for the Northwest Commission on Colleges and Universities

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Institutional Overview	3
Institutional Report Certification Form.....	6
Update on Institutional Changes Since Year 6 Report	7
Leadership.....	7
Institutional Initiatives.....	8
Institutional Culture	11
COVID-19 Impact.....	12
OHSU'S Response on Topics Previously Requested by the Commission.....	13
Standard One: Student Success and Institutional Mission and Effectiveness	14
Institutional Mission	14
Improving Institutional Effectiveness	15
OHSU Strategic Planning.....	15
Indicators of Effectiveness	16
Assessment of Student Learning Outcomes	18
Image 1: OHSU Assessment Stakeholder Engagement	19
Academic Program Review	20
Image 2: Reporting Structure for Assessment Council and Academic Program Review	21
Image 3: OHSU Mission, Goals, Objectives and Indicator Alignment.....	26
Table 1: Color Symbol Assignment for Indicators of Effectiveness	27
Image 4: OHSU Shared Governance Process for Academics.....	28
Student Learning.....	33
Student Achievement	44
Conclusion	50
Student Success – Student Learning	50
Student Success – Student Achievements.....	50
Institutional Effectiveness – Mission Fulfillment	51
Report Contributors	52
OHSU Accreditation Working Group	52
Contributors	52
OHSU Accreditation Faculty Review Committee	52
OHSU Academic Program Review Committee	52
OHSU Assessment Council	52
Appendices.....	53
Appendix 1: Response to NWCCU Year 6	53
Appendix 2: OHSU 2025 Strategic Planning Projected Budget.....	55

Cover image: External view of Robertson Life Science Building OHSU.

Institutional Overview

Established in 1887, Oregon Health & Science University (OHSU) is the state's only public health and research university. It is a place where healing, teaching and discovery come together. Institutional and professional accreditation work is shaped by [OHSU's Vision, Mission, and Values](https://www.ohsu.edu/about/ohsu-vision-mission-and-values).¹ Additionally, OHSU's strategic planning process, [OHSU 2025](https://www.ohsu.edu/about/strategic-plan),² provides goals and timeless aspirations based on OHSU's vision to guide the direction and future of the institution. OHSU has the framework and personnel structure required to address the institution's accreditation needs and lead the institution's strategic planning efforts as shaped by the vision, mission, and values to ensure the institution is effective in attaining its goals and expectations for student learning and achievement.

As Oregon's only academic health center, OHSU educates many of Oregon's future health professionals and scientists. OHSU collaborates and partners with other Oregon public institutions and regional health care facilities to educate and provide care and specialty services to Oregonians and the region. While OHSU does not offer an undergraduate General Education curriculum, OHSU has affirmed its commitment to the health and wellbeing of all Oregonians through the adoption and implementation of [Graduation Core Competencies](https://www.ohsu.edu/sites/default/files/2020-12/OHSU-Graduation-Core-Competencies-with-narrative.pdf?_ga=2.18502974.6051835.1652715318-1380735311.1609433074)³ which align the educational mission of the institution to its anti-racism work. OHSU's [educational offerings](https://www.ohsu.edu/education/programs-and-schools)⁴ consist of programs within:

- [School of Dentistry](https://www.ohsu.edu/school-of-dentistry)⁵
- [School of Medicine](https://www.ohsu.edu/school-of-medicine)⁶
- [School of Nursing](https://www.ohsu.edu/school-of-nursing)⁷
- [College of Pharmacy](https://pharmacy.oregonstate.edu/) (joint Pharm.D. with Oregon State University)⁸
- [School of Public Health](https://ohsu-psu-sph.org/) (joint school with Portland State University)⁹

Many of OHSU's academic programs are evaluated by peer professional organizations and hold specialized accreditation, which ensures the academic rigor and relevance of the curriculum. OHSU continually strives to be one of the [best graduate schools](https://www.usnews.com/best-graduate-schools/oregon-health-and-science-university-209490/overall-rankings)¹⁰ in the nation.

With the onset of COVID-19 and its variants, OHSU's mission, role, and operations were crucial to addressing the pandemic as it spread across the region and the State of Oregon. OHSU's commitment

¹ <https://www.ohsu.edu/about/ohsu-vision-mission-and-values>

² <https://www.ohsu.edu/about/strategic-plan>

³ https://www.ohsu.edu/sites/default/files/2020-12/OHSU-Graduation-Core-Competencies-with-narrative.pdf?_ga=2.18502974.6051835.1652715318-1380735311.1609433074

⁴ <https://www.ohsu.edu/education/programs-and-schools>

⁵ <https://www.ohsu.edu/school-of-dentistry>

⁶ <https://www.ohsu.edu/school-of-medicine>

⁷ <https://www.ohsu.edu/school-of-nursing>

⁸ <https://pharmacy.oregonstate.edu/>

⁹ <https://ohsu-psu-sph.org/>

¹⁰ <https://www.usnews.com/best-graduate-schools/oregon-health-and-science-university-209490/overall-rankings>

to the health and wellbeing of all Oregonians is demonstrated in the university's COVID-19 [response](#),¹¹ which provides continual updates on OHSU's role at community COVID-19 vaccination sites, COVID-19 testing updates, patient care resources, workforce management resources, research and development updates, progress on community measures, and additional COVID-19 response information, all elaborated in the "response" section. While OHSU's commitment to the education mission and its students remained strong, with the transition to online and other modalities for delivering course content and ensuring academic progress, OHSU's leadership in health care and professional expertise were relied on heavily by the State of Oregon during COVID-19 to ensure public safety.

Among other actions addressing the pandemic, OHSU has administered nearly 300,000 COVID-19 tests and has helped administer nearly 1 million total vaccination doses to OHSU employees, students, and the public through locations across the Portland metro area including, but not limited to, the Portland Convention Center and Portland International Airport. OHSU experts have provided guidance and direction for Governor Brown and other state health officials, including Dr. Renee Edwards (Chief Medical Officer with OHSU Health) and Dr. Bruce Goldberg (Family Medicine) serving on the Governor's COVID-19 Medical Advisory Panel. Connie Seeley, Executive Vice President, Chief Administrative Officer and Chief of Staff, was selected as a special adviser to the state for COVID-19 vaccine implementation. Governor Brown also appointed Dr. Louis Picker as one of two Oregon scientists to independently review the safety and efficacy of COVID-19 vaccines that received emergency use authorization by the U.S. Food and Drug Administration. Dr. Derick Du Vivier, Senior Vice President for Diversity, Equity and Inclusion, and faculty member Dr. Kelly Gonzales served on the Oregon COVID-19 Vaccine Advisory Committee. With the onset of the COVID-19 pandemic, OHSU data scientist Peter Graven, Ph.D., has provided weekly updates of projections for statewide hospitalizations, with these projections informing Oregon's "Stay Home, Save Lives" efforts to reduce the spread of the virus and ensure the capacity of health systems to treat a surge of patients who require hospitalization is not exceeded.

An example of OHSU's mission in practice was presented to the [OHSU Board of Directors at the January 28, 2022 board meeting](#)¹² by Dr. Du Vivier, where he articulated OHSU's efforts in addressing structural racism and health disparities identified by the COVID-19 pandemic. OHSU's commitment to addressing structural racism is reflected in the active support of the OHSU COVID-19 vaccine equity committee. This committee established over 60 community partnerships and supported 90 community vaccination events. This work represents an important push to address structural racism in health care and is one part of OHSU's antiracism initiatives. These types of community activities demonstrate OHSU's efforts to establish trust in communities of color and facilitate bridge building. Data from the vaccine equity committee shows nearly 20% of OHSU employees have volunteered to support efforts. These volunteers reflect the desired organizational culture and demonstrate OHSU's mission and values in action to the community, region, and state.

¹¹ <https://news.ohsu.edu/covid-19>

¹² <https://www.ohsu.edu/sites/default/files/2022-01/OHSU-Board-of-Directors-Meeting-Agenda-Materials-Jan28-2022.pdf>

Throughout the pandemic, OHSU has cared for many patients with chronic coronavirus-related symptoms and to address this health care need, OHSU created the [Long COVID-19 Program](https://news.ohsu.edu/2021/03/24/ohsu-launches-long-covid-19-program-to-better-serve-patients-with-chronic-coronavirus-symptoms).¹³ This new program creates coordinated care by OHSU adult and pediatric providers with a variety of specialties and ensures the use of well-studied, effective treatments. This approach to long COVID-19 care was developed by a team of OHSU providers and shaped by input from local patients as well as lessons learned at other hospitals across the country that have established similar efforts. OHSU is also starting to address the mental health and emotional well-being aspects of long COVID-19, which are often overlooked. COVID-19 patients, who have experienced symptoms for more than a month, can now receive comprehensive, coordinated care at OHSU and the institution is developing a virtual continuing medical education course to share best long COVID-19 care practices with providers who work outside of OHSU.

External and internal factors dictated a new operation style and performance for the university. Under President Jacobs and his administration's leadership, the *OHSU 2025* strategic plan was reassessed, and new priorities and resources were managed under multiple plan objectives. Resources - fiscal, material, and human - were leveraged to address the public's needs and concerns. OHSU, through the passionate work of its faculty, staff, administration and students, transitioned to online educational operations to ensure the safety and academic continuation of its students. As the pandemic waned, OHSU began transitioning to in-person courses. OHSU as a health care system still has processes in place to address the concerns posed by COVID-19. Face coverings in the health care settings and a daily *COVID-19 Access Pass* survey are still required for employees and students to physically access OHSU facilities.

As a public institution and the only public academic health center in Oregon, OHSU's mission to improve the health and well-being of all Oregonians has never been more crucial. OHSU provides a wide variety of unique services that benefit individuals, communities, businesses, local and state governments and the entire state in myriad ways. While there are a tremendous number of economic, social and health issues impacting Oregon and the nation, OHSU remains committed to its mission, its community, and its learners. OHSU has the institutional leadership and organizational flexibility in place to effectively manage its resources while addressing the numerous factors impacting the institution and the state, demonstrating its value and effectiveness to the state and region.



Picture description: The OHSU School of Medicine M.D. Class of 2024 celebrates its belated White Coat Ceremony at the Robertson Life Sciences Building Feb. 11, 2022.

¹³ <https://news.ohsu.edu/2021/03/24/ohsu-launches-long-covid-19-program-to-better-serve-patients-with-chronic-coronavirus-symptoms>

Institutional Report Certification Form

OHSU attests the institution maintains compliance with the NWCCU's Eligibility Requirements and has no outstanding [reports or obligations due to NWCCU](#)¹⁴

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Oregon Health & Science University

(Name of Institution)

President Danny O. Jacobs, M.D., M.P.H., F.A.C.S.

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

8/3/2022

(Date)

¹⁴ <https://nwccu.app.box.com/s/l6xb2w90gn2dsuod5u1b7nqvc7v6eqo9>

Update on Institutional Changes Since Year 6 Report

Since the submission of its [*Year 6 – Policies, Regulation, and Financial Review*](#)¹⁵ Report to NWCCU on September 15, 2021 OHSU has undergone a number of institutional changes and achieved notable [*accomplishments and accolades*](#).¹⁶

Leadership

OHSU filled several vacant positions at the administrative level to ensure the integrity, continuity, and effectiveness of its academic programs and services. Appropriately qualified individuals bringing expertise, leadership skills, and attributes that enhance the institution include:

Marie Chisholm-Burns, Pharm.D., Ph.D., M.P.H., M.B.A., FCCP, FASHP, FAST, is OHSU's [*Executive Vice President and Provost*](#), effective July 2022, reporting to the OHSU President. Dr. Chisholm-Burns is an accomplished scholar with deep strategic leadership experience. Her commitment to achieving academic excellence, promoting transformational learning, and building diverse and equitable environments will help further the university's pursuit of excellence in all missions.

Dr. Chisholm-Burns comes to OHSU from the University of Tennessee Health Science Center where she served as dean of the College of Pharmacy for over 10 years. She held dual appointments as a distinguished professor with tenure in the colleges of Pharmacy and Medicine. Before joining the University of Tennessee Health Science Center, she served as head of the Department of Pharmacy Practice and Science at the University of Arizona College of Pharmacy. She received a Ph.D. from the University of South Dakota, an M.B.A. from the University of Memphis, an M.P.H. from Emory University, as well as a Pharm.D. from the University of Georgia.

Dr. Chisholm-Burns is an inspiring leader, mentor, and community member who seeks to build bridges to support and enhance health, education and research. Her passion and enthusiasm for leading innovative health science learning environments and championing diversity, equity, and inclusion efforts align perfectly with the *OHSU 2025* strategic plan.

Ronald Sakaguchi, D.D.S., Ph.D., M.B.A., was appointed Dean of [*OHSU's School of Dentistry*](#),¹⁸ after serving as interim dean since October 2020. In this role, Dr. Sakaguchi reports to the Executive Vice President and Provost. Under Dr. Sakaguchi's leadership, the School of Dentistry has continued to provide high-quality education to its learners, outstanding oral health care for its patients, and has expanded its research portfolio, despite the uncertainty and complexity of the pandemic. Dr. Sakaguchi has also begun to implement changes that will ensure the continued growth and success of the school. The appointment provides continuity for the school through the next Commission on Dental Accreditation (CODA) specialized accreditation cycle and expands outreach to the community.

¹⁵ <https://www.ohsu.edu/sites/default/files/2021-09/OHSU%202021%20Year%20Six%20Self%20Evaluation%20Report%20WEB.pdf>

¹⁶ <https://news.ohsu.edu/2021/12/27/ohsu-2021-accomplishments-the-year-in-review>

¹⁷ <https://news.ohsu.edu/2022/01/18/ohsu-appoints-new-executive-vice-president-provost>

¹⁸ <https://www.ohsu.edu/school-of-dentistry/about>

Michael Walsh, Ed.D., was selected as Vice Provost for Student Affairs reporting to the Executive Vice Provost in the Office of the Provost. He is responsible for ensuring OHSU delivers innovative and effective programs that provide students with a safe, supportive, enriching, and stimulating learning environment at OHSU's campuses across Oregon, enabling students to reach their full potential.

In collaboration with academic leadership at the program, school, and institutional levels, Dr. Walsh will implement the strategic vision for student affairs at OHSU and oversee ongoing operations to ensure student success. He will directly supervise the Office of Student Access, Office of Student Life, Student Health and Wellness, the Student Confidential Advocacy Program, Student Academic Support Services, the Office of Science Education Opportunities, and the Food Resource Center. Dr. Walsh's role is responsible for ongoing assessment of student support services to ensure they are meeting learner needs. Dr. Walsh is a certified Title IX Coordinator through the National Association of College and University Attorneys, and is a certified civil rights and Title IX investigator. He serves on the Oregon Attorney General's Sexual Assault Task Force focusing on college campuses and prevention.

Jill Eiland, was confirmed as the interim President of the OHSU Foundation by the OHSU Foundation's Executive Committee. [Ms. Eiland](#)¹⁹ served as Senior Counsel to clients at Gallatin Public Affairs. She was previously Public Affairs Director for Intel. Before joining Intel in 2006, she served in public affairs and communications leadership positions for Knowledge Learning Corp. (KinderCare Learning Centers), and Portland General Electric. Ms. Eiland is a native Oregonian and business graduate from Oregon State University. She serves on the OSU Foundation Board of Trustees and was a member of the OSU Alumni Association Board and the College of Business Dean's Circle of Excellence. Ms. Eiland also maintains deep connections in the community, having served on numerous government and civic boards, including the Oregon Museum of Science and Industry (OMSI), the Portland Business Alliance, the Oregon Business Association and the Portland Community College Foundation. She received the Portland Business Journal's Orchid Award in 2010, awarded to the top 25 women business leaders in Portland. Ms. Eiland earned her M.B.A. at George Washington University.

New members have been appointed to the [OHSU Board of Directors](#),²⁰ with three new positions seated on the board in 2022. Sue Steward, a Cow Creek Band of Umpqua Tribe of Indians Citizen and Tribal Board Member; Susan King, former Executive Director of the Oregon Nurses Association; and M.D. student Mahtab Brar replace outgoing members and have been approved by Oregon Governor Brown.

Institutional Initiatives

A health care workforce shortage is one of the most urgent issues facing the State of Oregon, and indeed across the nation. After over two years of working to tackle the impacts of the COVID-19 pandemic, clinicians and staff members are exhausted, overwhelmed, and/or overworked. The [Oregon's Health Care Workforce](#)²¹ report in February 2021 details the difficulties in keeping

¹⁹ <https://ohsufoundation.org/stories/getting-to-know-jill-eiland/>

²⁰ <https://www.ohsu.edu/about/board-directors>

²¹ <https://www.oregon.gov/oha/HPA/HP-HCW/Documents/2021-Health-Care-Workforce-Needs-Assessment.pdf>

employees and patients safe from COVID-19, losing staff permanently, difficulty with hiring, and securing full schedules as well as increased stress and burnout among employees in health care professions. OHSU has seen firsthand the difficulties in recruiting and retaining staff and faculty members to train the next generation of health care professionals. According to the [State of Oregon Employment Department](#),²² by 2030, Oregon is expected to need 40% more physician assistants, 12% more registered nurses, and 60% more nurse practitioners.

OHSU 30-30-30

In keeping with its calling to be a leader in health care, research, and education, OHSU submitted a proposal entitled [OHSU 30-30-30](#)²³ to the state that has been funded in full by the Oregon Legislature. This \$45 million investment - the largest appropriation made to an individual higher-education institution in the 2022 legislative session - will help OHSU and the State of Oregon address some of the most pressing health care workforce needs that were highlighted and exacerbated by the COVID-19 pandemic.

The \$45 million state investment includes two parts, the first of which is a sustained increase of OHSU's direct state appropriation by \$20 million per year. OHSU currently receives about \$34 million per year to support programs in the schools of Dentistry, Medicine, and Nursing. An additional \$20 million per year will allow OHSU to increase the impact of the state's appropriations and achieve the 30-30-30 objectives. This ongoing investment will allow OHSU to increase class sizes in key programs, while increasing diversity through learner [pathway programs](#)²⁴ such as the [Oregon Consortium of Nursing Education \(OCNE\)](#),²⁵ [HealthE STEPS](#),²⁴ [Area Health Education Centers \(AHEC\)](#),²⁷ [Wy'east Post-Baccalaureate Pathway](#),²⁸ and [OnTrack OHSU](#)!²⁹

The second part of the \$45 million is a \$25 million one-time investment, which the OHSU Foundation will seek to match with philanthropy donations, creating a \$50 million OHSU Opportunity Fund. This fund will provide scholarships and student resources to help recruit and retain a more diverse student body at OHSU.

The COVID-19 pandemic has also had a devastating impact on some communities, with disproportionately high death and infection rates among Black or African American, American Indian or Alaska Native, Hispanic or Latino/a, and Native Hawaiian or other Pacific Islander communities. This ongoing pandemic emphasizes a need to address root causes impacting those communities. Training culturally competent providers is one way to address health care inequities, and these efforts begin by recruiting and training more diverse learners to the health care professions.

²² <https://www.qualityinfo.org/home>

²³ <https://news.ohsu.edu/2022/01/28/responding-to-oregons-health-care-workforce-crisis-ohsu-seeks-to-expand-student-body-increase-education-program-diversity>

²⁴ <https://www.ohsu.edu/school-of-medicine/diversity-equity/pre-health-pathways>

²⁵ <https://www.ohsu.edu/school-of-nursing/bachelor-science-degree>

²⁶ <https://www.ohsu.edu/school-of-nursing/health-steps-nursing-workforce-diversity>

²⁷ <https://www.ohsu.edu/area-health-education-centers>

²⁸ <https://www.ohsu.edu/school-of-medicine/diversity-equity/pre-health-pathways>

²⁹ <https://www.ohsu.edu/education/track-ohsu>

As Oregon's only academic health center, with trainees in every corner of the state, OHSU is uniquely positioned to help Oregon address these two major issues through *OHSU 30-30-30*.

This plan will, by the year 2030, increase:

- The number of OHSU graduates in health care professions programs, such as medicine, nursing, physician assistant, clinical psychology, public health and others by 30%.
- OHSU's entire student body diversity, so 30% of learners who, by reason of their background, culture, socioeconomic status, race, ethnicity or life experiences are underrepresented in the health professions.

The favorable impact of this investment on the lives of Oregonians will last for generations. OHSU is excited by the opportunities *OHSU 30-30-30* will create, and grateful for the State of Oregon's commitment to these efforts. This investment also demonstrates the incredible trust the state has in the people and programs of OHSU, and ultimately, reflects the dedication of OHSU members to the missions of OHSU. OHSU will be the key to developing a new generation of health care providers who can better represent and better support Oregon's evolving population and needs.

Hospital Expansion

At the [October 29, 2021 OHSU Board of Directors meeting](#),³⁰ the Board approved a [Hospital Expansion initiative](#),³¹ which will provide additional clinical research and learning opportunities for students as well as address the dire necessity for more hospital beds to meet Oregon's population and health care needs. By 2029, this \$650 million expansion will increase the number of hospital beds by over 180 (to a total bed capacity of over 730) and demonstrate OHSU's leadership role in health care, education, and research activities for years to come. The Hospital Expansion will increase access for Oregonians who require specialized care and improve OHSU's ability to train the next generation of health care providers by addressing the critical need to increase capacity through inpatient expansion into new and existing facilities.

Faculty Compensation

OHSU has established a unified Faculty Compensation Plan, which will be integrated across all missions and schools. The plan provides a cohesive structure and methodology for faculty compensation that will be consistently, fairly, and transparently applied across the university. This compensation plan will ensure OHSU remains competitive relative to peer organizations. The



Picture description: OHSU Library books.

³⁰ https://www.ohsu.edu/sites/default/files/2021-10/COMBINED_OHSU_Public_BOD_10-29-21_Optimized%5B4%5D.pdf

³¹ <https://news.ohsu.edu/2021/10/29/ohsu-moves-forward-with-hospital-expansion>

compensation plan reflects the nature and quality of the work done by each faculty member in their clinical, education, research, or administrative roles at OHSU. A common set of principles was developed to govern what each faculty member will be paid relative to institutional expectations. The compensation plan will be in accordance with the Oregon Equal Pay Act.

Institutional Culture

OHSU is committed to continually monitoring and evaluating the institutional culture as well as the learning, teaching, work, and research environments. In an effort to improve his availability and approachability, President Jacobs has established drop-in all-campus forums to enhance wider feedback from the OHSU community and is dedicated to continually improving the institutional culture and perspective, while addressing institutional challenges.

The OHSU Board of Directors was presented with the institutionally commissioned, independent, external [report by Covington & Burling LLP](#)³² after an 8-month investigation into OHSU's institutional culture. Covington & Burling LLP is led by the 82nd Attorney General of the United States Eric Holder and Nancy Kestenbaum. This investigative report was transparently shared in its entirety with the OHSU community in December 2021. Additionally the report identified a number of institutional cultural challenges with how OHSU has handled reports of inequitable treatment, discrimination, harassment based on protected characteristics or on other differences due to power dynamics, or retaliation for reporting these types of improper conduct, and how OHSU should address these areas of concern in the future. The report also provides recommendations for leadership, resources and staffing, and policies and procedural changes to assist OHSU in transforming its institutional culture to one where the entire OHSU community can thrive and be successful.

To address the problematic issues identified at OHSU, the Covington report provides a roadmap for intentional, structural, sustainable, trauma-informed, and culturally responsive change to build a community that prioritizes and centers safety and belonging. To move this important work forward, President Jacobs and his administrative leadership team convened two broad and inclusive committees committed to enactment and transparency. In January 2022, President Jacobs announced the formation of an Implementation Committee (internal OHSU membership of 15 institutional leaders) to operationalize the recommendations and an Oversight Committee (internal and external membership of over 35 individuals) to help review, evaluate and report on the work of the Implementation Committee. Updates from the chairs of both the Implementation Committee and the Oversight Committee are shared with the OHSU Board of Directors, with a recent update provided at the [April 22, 2022 Board of Directors meeting](#).³³

A high priority recommendation from the Covington report was to search for an Executive Vice President for Human Resources and Chief People Officer. A nationwide search for this position

³² https://s3.amazonaws.com/cms.ipressroom.com/296/files/202111/Covington+_Burling+LLP+Report+to+the+Board+of+Directors+of+Oregon+Health+_+Science+University.pdf

³³ <https://www.ohsu.edu/sites/default/files/2022-04/OHSU-Board-of-Directors-Meeting-Materials-April-22-2022.pdf>

has begun. The collaboration between the two committees, intentionally working past traditional academic hierarchical thinking and across historically separate entities, used a diversity, equity, inclusion and belonging “lens” to review and revise the Executive Vice President for Human Resources and Chief People Officer position description. Additionally, after a realignment, the Affirmative Action and Equal Opportunity Office and OHSU’s Title IX Coordinator will report directly to the Executive Vice President for Human Resources and Chief People Officer.

COVID-19 IMPACT

With the ongoing impact of COVID-19 and its variants, OHSU redeployed and realigned its resources to address the needs of the OHSU community and the population of Oregon through the operation of COVID-19 testing and vaccination clinics and through caring for the increasing number of patients battling COVID-19. OHSU community members have shaped, guided, and led response measures to the pandemic through public appointments and service. As stated previously, OHSU has administered nearly 300,000 COVID-19 tests and has helped administer nearly 1 million total vaccination doses to OHSU employees, students, and the public through vaccination sites across the Portland metro area. OHSU, through the Vaccine Equity Committee, co-chaired by Drs. Donn Spight and Derick Du Vivier, has established over 100 community partnerships to host 137 community centered, community focused vaccination clinics. OHSU has also established the Long COVID-19 Program to address the long-term mental and physical health impacts COVID-19 is having on the community.

New institutional policies, protocols, and practices, such as testing requirements, mask mandates, spacing limitations, and state-required vaccination status obligations, were enacted to ensure the safety of its employees, staff, students, and the entire OHSU community. While these steps and expectations were not included in *OHSU 2025*, the redeployment of resources and priorities highlights the flexibility of the strategic plan to achieve OHSU’s vision, mission, and values throughout the pandemic.

To protect OHSU members, patients, visitors, research subjects, and animal assets of OHSU from COVID-19, to promote COVID-19 vaccination of all OHSU members, and to comply with Oregon law, OHSU enacted Policy No. [03-30-150 - COVID-19 Immunizations and Education](#)³⁴ which went into effect on October 18, 2021. As the pandemic waned, OHSU began a gradual transition to in-person courses with health care protocols remaining in effect.

While OHSU’s educational, hospital, and fiscal resources have been challenged by the COVID-19 pandemic, the institution has remained steadfast in its statewide mission, commitment, and effectiveness to its students, patients, and community. Enough credit and praise cannot be placed on the dedication and devotion of the OHSU community to ensure the institution endured the pandemic while addressing the needs of the Oregon population and OHSU’s students.

³⁴ <https://ohsu.ellucid.com/documents/view/21233/?security=4835d86c20e3f44b3fa24299c7c0f7caf3cc05bf>

OHSU'S Response on Topics Previously Requested by the Commission

OHSU submitted its [*Year 6 – Policies, Regulation, and Financial Review Report*](#)³⁵ to NWCCU on September 15, 2021. OHSU also submitted [*supplementary information*](#)³⁶ to NWCCU on how all the required information in Standard 2.G.2 is provided and is publicly and readily available to students and other OHSU stakeholders. OHSU received a Policies, Regulation, and Financial Review correspondence from [NWCCU on February 18, 2022](#).³⁷ NWCCU's letter determined OHSU is in compliance with all the standards for accreditation with a notation for Standard 2.G.2 that *"The majority of the material is readily accessible at various websites."* Additionally, "Concluding Comments:" noted: *"OHSU has provided clear and compelling answers to each question and has provided strong evidence of compliance in all areas. Easy access to an online catalog would be helpful."*

As OHSU does not offer undergraduate General Education courses and students are admitted into specific programs of education with clear course progression, many of which are also subject to specialized accreditation standards, OHSU provides materials listed in Standard 2.G.2 through various sources as articulated in the supplemental submission to NWCCU. Some information is available centrally to the entire OHSU community through the [Education](#)³⁸ and [Registrar and Financial Aid](#)³⁹ websites, in the annual [Student Handbooks](#),⁴⁰ and through school and programmatic websites where detailed information is delivered. For example, as admissions at OHSU, including specialized accreditation and prerequisite requirements, are handled by each school and program directly and many involve external national application systems, programs are the best resource for providing admissions requirement expectations to applicants. Program websites have contact information so questions can be addressed in an efficient, accurate, and timely manner.

OHSU is committed to transparency and keeping its community informed and is always evaluating the ease with which information is publicly available. As such, OHSU is currently examining the implementation and maintenance costs associated with a comprehensive online catalog software system.

³⁵ <https://www.ohsu.edu/sites/default/files/2021-09/OHSU%202021%20Year%20Six%20Self%20Evaluation%20Report%20WEB.pdf>

³⁶ <https://www.ohsu.edu/sites/default/files/2022-03/OHSU%202021%20Year%20Six%20Supplemental%20Report.pdf>

³⁷ https://www.ohsu.edu/sites/default/files/2022-03/PRFR_Letter-Oregon%20Health%20and%20Science%20University%20F21.pdf

³⁸ <https://www.ohsu.edu/education>

³⁹ <https://www.ohsu.edu/education/registrar-and-financial-aid>

⁴⁰ <https://www.ohsu.edu/education/student-handbooks-conduct-policies-and-procedures>



Picture description: OHSU Alumni badges provided to students with Match Day results 2022.

Standard One: Student Success and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Institutional Mission

1.A.1 *The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.*

OHSU has a long-established, widely circulated [mission](https://www.ohsu.edu/about/ohsu-vision-mission-and-values)⁴¹ tied directly to the institution's vision and values. OHSU strives for excellence in education, research and scholarship, clinical practice and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty and staff.

⁴¹ <https://www.ohsu.edu/about/ohsu-vision-mission-and-values>

Setting the example for integrity, compassion and leadership, OHSU strives to:

- Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.
- Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.
- Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.
- Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach.

OHSU continuously monitors and evaluates its educational and student service programs, student learning, and achievements through a rigorous institutional [assessment](#)⁴² process, [academic program review](#),⁴³ review of [OHSU's indicators of effectiveness](#),⁴⁴ and peer review through compliance with [specialized accreditation](#)⁴⁵ requirements.

Improving Institutional Effectiveness

1.B.1 *The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

OHSU utilizes and integrates multiple ongoing and systematic evaluation and planning processes to ensure efficient institutional effectiveness, resource allocation, and the improvement of student learning and achievement. Four key consistent and systematic practices are: OHSU's strategic planning; the evaluation of OHSU's indicators of effectiveness; assessment of student learning; and the academic program review process.

OHSU Strategic Planning

OHSU's strategic plan, [OHSU 2025](#),⁴⁶ has established six aspirational goals developed from OHSU's vision and mission. The goals are:

1. Building a diverse, equitable environment where all can thrive and excel.
2. Being the destination for transformational learning.

⁴² <https://www.ohsu.edu/education/academic-assessment>

⁴³ <https://www.ohsu.edu/education/academic-program-review>

⁴⁴ https://www.ohsu.edu/sites/default/files/2022-08/OHSU%20Indicators%20of%20Effectiveness_2022.pdf

⁴⁵ <https://www.ohsu.edu/education/specialized-accreditation>

⁴⁶ <https://www.ohsu.edu/about/strategic-plan>

3. Enhancing health and health care in every community.
4. Discovering and innovating to advance science and optimize health worldwide.
5. Partnering with communities for a better world.
6. Ensuring a sustainable foundational infrastructure.

While the COVID-19 pandemic initially forced OHSU to pause or slow some of its strategic investments in *OHSU 2025*, work still progressed on the strategic plan. While there has been advancement on several objectives, the institution has renewed its efforts with the [OHSU 2025 Refresh](#)⁴⁷ initiative. The objectives and tactics of *OHSU 2025* are divided into OHSU mission areas and managed by the leaders in the areas of Education, Healthcare, Infrastructure, and Research, with progress monitored on a quarterly basis. Initial priority objectives of the strategic planning process have been supported by a proposed investment of [\\$100 million](#).⁴⁸

OHSU 2025 is implemented through an *OHSU 2025* Coordinating Council accountable to President Jacobs and meets quarterly to assess the ongoing progress of the strategic plan. The OHSU Board of Directors is provided with updates on the status of *OHSU 2025*, including what has been paused during the COVID-19 pandemic and how the institution is progressing with the *OHSU 2025* Refresh initiative. The OHSU Board of Directors was presented a status update on the [progress of OHSU 2025](#)⁴⁹ at the [April 22, 2022 board meeting](#).⁵⁰

Indicators of Effectiveness

As articulated more fully in the response to Standard 1.B.2 below, OHSU has established and monitors indicators of effectiveness, which are derived from OHSU's mission and are publicly available on the [OHSU Institutional Effectiveness webpage](#).⁵¹ These indicators are meaningful measures of OHSU's overall effectiveness, with intentional emphasis on the effectiveness of student learning and student achievement. With the implementation of the NWCCU 2020 Standards of Accreditation, OHSU moved away from the tracking of Institutional Core Themes to determining institutional effectiveness by examining meaningful indicators, with intentional emphasis on student learning effectiveness, student achievement effectiveness, disaggregation of key indicators and the comparison of key indicators against national data and against specific regional and peer institutions.

Each indicator is assigned a target and annual results are monitored over time to examine trends and evaluate efforts towards improvement. These institutional indicators (IIE), student learning indicators (SLI), and student achievement indicators (SAI) of effectiveness are used as the basis for determining mission fulfillment at OHSU and provide valuable information on OHSU's progress as

⁴⁷ <https://www.ohsu.edu/sites/default/files/2022-05/OHSU-2025-refresh-placemat.pdf>

⁴⁸ [Appendix 2: OHSU 2025 Strategic Planning Projected Budget](#)

⁴⁹ <https://www.ohsu.edu/sites/default/files/2022-05/OHSU-2025-Board-Presentation-April-22-2022.pdf>

⁵⁰ <https://www.ohsu.edu/sites/default/files/2022-04/OHSU-Board-of-Directors-Meeting-Materials-April-22-2022.pdf>

⁵¹ <https://www.ohsu.edu/education/institutional-effectiveness>

an inclusive and diverse institution, OHSU's prominence as a research institution, access to health care services provided by OHSU, and the quality and improvement of student learning and student achievement.

Selected indicators of student achievement are disaggregated to enable the institution to monitor any barriers to academic excellence or success. OHSU also compares certain indicators, such as its 3-Year Official Cohort Default Rate (SAI 1.11), to regional and national peers for benchmarking purposes.

The indicators of effectiveness are updated and reviewed annually by the Office of the Provost, with stretch targets and trend results shared with the President, Executive Vice President and Provost, and OHSU executive leaders. Action plans are created and resources are allocated as appropriate to ensure continued institutional effectiveness. Indicator levels that fall below 80% of the target are identified, a remediation plan is established, applicable resources are allocated to address progress and the performance toward improvement is monitored.



Picture description: OHSU Dr. Jeanne-Marie Guise (left) reviewing data with a student.

Assessment of Student Learning Outcomes

OHSU engages annually in the comprehensive [assessment](#)⁵² of student learning outcomes and uses the resulting information to strengthen its academic and student support programs. The [Office of Educational Improvement and Innovation](#),⁵³ under the leadership of the Vice Provost for Educational Improvement and Innovation, guides OHSU's institution-wide assessment planning process, which consists of aligned outcomes at the student, course, program and degree levels. Additionally, the Office of Educational Improvement and Innovation in conjunction with OHSU's Teaching and Learning Center support assessment activities at OHSU with a variety of resources including trainings, consultations, workshops, and the [OHSU Assessment Academy](#)⁵⁴ for participants at various levels of assessment expertise. The Office of the Provost also recognizes exemplar assessment activities at OHSU through the [Provost Assessment Awards](#)⁵⁵ with distinction through *Excellence in Program Assessment, Stakeholder and Data Engagement, Assessment Transparency Award, Assessment Scholarship, and Equity in Assessment*. The Vice Provost for Student Affairs directs OHSU's assessment of student support services, which is fully integrated into OHSU's assessment planning and review process. OHSU has invested heavily in its assessment of student learning efforts and this important work is highlighted on its public website to embrace transparency within and outside of OHSU.

Established by Policy No. [02-05-030 – Student Learning Outcomes and Assessment](#),⁵⁶ OHSU has a well-established annual process for planning, evaluating, and reporting learning outcomes of its academic and student support services programs. This policy ensures academic assessment and accountability are institutional priorities that support OHSU's mission to educate health care professionals, scientists, and leaders.

The [OHSU Assessment Council](#)⁵⁷ is a standing committee, consisting of faculty, staff and student representation, that ensures OHSU's commitment to institution-wide assessment of its educational and student support programs and alignment to the [OHSU Graduation Core Competencies](#).⁵⁸ The OHSU Assessment Council monitors the established educational assessment process providing feedback on the assessment plans and evaluating the performance outcomes reports from an OHSU-wide perspective. The OHSU Assessment Council also advises academic leadership on matters concerning institution-wide assessment of educational programs, student learning outcomes and the resources needed to support such assessments. The council ensures academic and student services assessment and accountability are institutional priorities in support of OHSU's mission.

Engagement of stakeholders in assessment activities is an inclusive process at OHSU, as depicted in [Image 1](#), with a number of institutional units and committees actively involved. The Vice Provost for

⁵² <https://www.ohsu.edu/education/academic-assessment>

⁵³ <https://www.ohsu.edu/education/meet-team>

⁵⁴ <https://www.ohsu.edu/sites/default/files/2020-06/Assessment%20Academy%2019-20%20Final%20Flyer.pdf>

⁵⁵ <https://www.ohsu.edu/education/provost-assessment-awards>

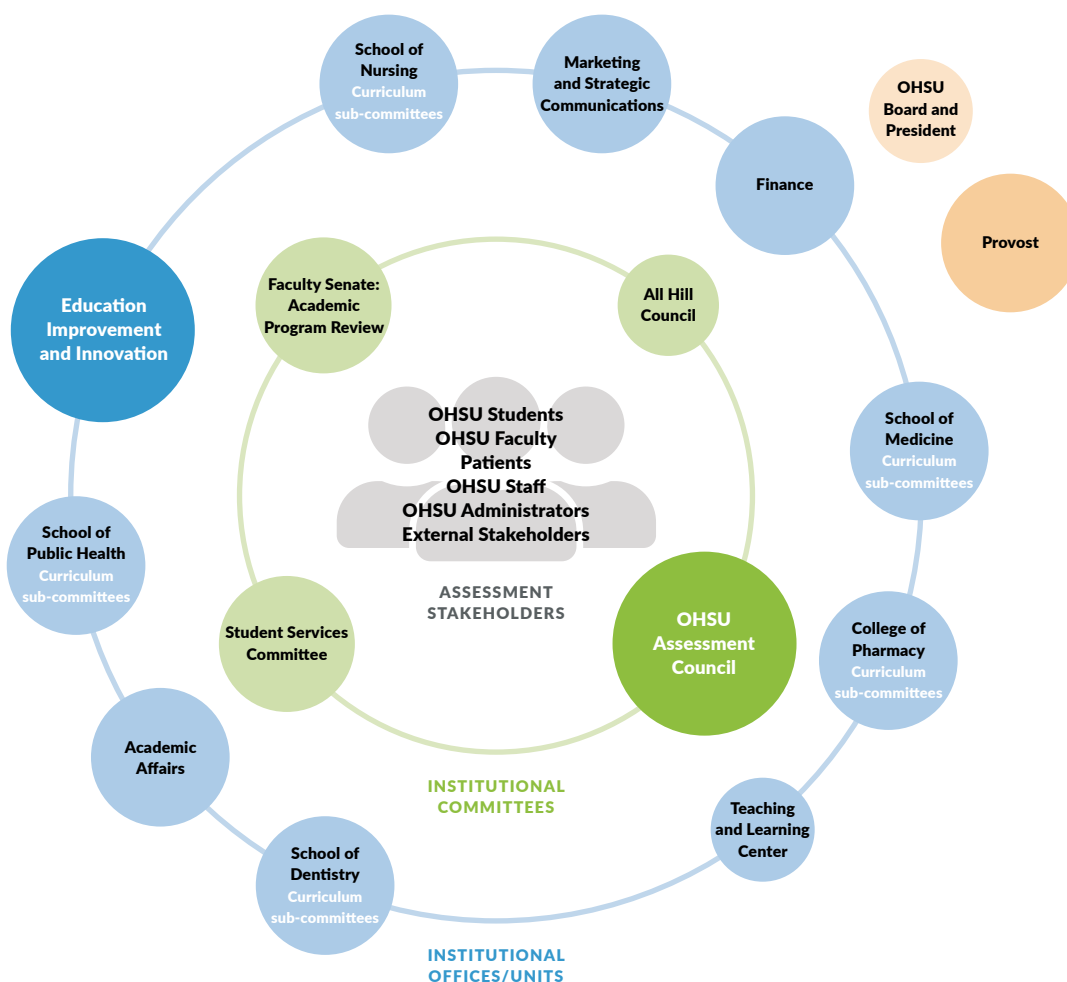
⁵⁶ <https://ohsu.ellucid.com/documents/view/20887/?security=7f078b9d2804159e38297c9df1f41a759df12dc6>

⁵⁷ <https://www.ohsu.edu/education/assessment-educators>

⁵⁸ <https://www.ohsu.edu/sites/default/files/2020-12/OHSU-Graduation-Core-Competencies-with-narrative.pdf>

Educational Improvement and Innovation ensures the OHSU Board of Directors and the President are updated annually on the progress and strengths of OHSU's assessment activities as well as recommendations for improvement with the latest update provided to the [OHSU Board of Directors at the September 24, 2021 board meeting](#).⁵⁹

Image 1: OHSU Assessment Stakeholder Engagement



With the support and expertise of the inclusive OHSU Assessment Council and under the leadership of the Vice Provost for Educational Improvement and Innovation, OHSU was awarded by the [National Institute for Learning Outcomes and Assessment \(NILOA\) with an Excellence in Assessment \(EIA\)](#)⁶⁰ designation in 2020. This designation recognizes institutions that successfully integrate assessment practices across the institution, provide evidence of student learning, and use assessment results to guide institutional decision-making and improve student performance.

⁵⁹ <https://www.ohsu.edu/sites/default/files/2021-09/COMBINED-OHSU-Public-BOD-9-24-21-Optimized.pdf>

⁶⁰ <https://www.learningoutcomesassessment.org/eia/#1629264807307-c32dfb5e-5e96>

The effectiveness of OHSU's assessment of student learning is measured by four indicators (SLI 1.1 – 1.4), which assist in the evaluation of [OHSU's institutional effectiveness](#).⁶¹ OHSU uses an ongoing and systematic planning and reporting assessment process, managed by the Office of Educational Improvement and Innovation, and the OHSU Assessment Council, to inform and refine its assessment effectiveness, assign resources, and improve student learning. Information regarding OHSU's process, reporting summaries, and available resources are readily and publicly available on the [Assessment for Educators](#)⁶² channel of OHSU's public assessment webpage.

Academic Program Review

Another required review process utilized to assess academic quality and effectiveness is OHSU's [academic program review](#)⁶³ (APR) process. The 5-year robust review process is an essential part of OHSU's ongoing efforts to ensure the educational mission is achieved through the delivery of effective academic programs. Consistent with OHSU Policy No. [02-50-005 - Academic Program Review](#),⁶⁴ the primary goal of the APR is to evaluate the quality of OHSU's undergraduate and graduate educational programs, and provide faculty and staff the opportunity to reflect upon the content of their programs, curricular delivery and research through an evaluation of academic program planning and effectiveness. Additional information on student services, career development, and budgetary and resource utilization by the program is also expected to be included. To achieve this systematic review, the Office of the Provost provides the supporting annual [Academic Program Review Handbook & Guideline](#)⁶⁵ as a guide and resource.

The APR is intended to:

- Assess the quality and effectiveness of academic programs, while maintaining an equity lens.
- Identify program strengths and opportunities for improvement.
- Encourage both short-term and long-term goals and objectives.
- Establish program action plans and strategies for continuous improvement.
- Ensure that current and proposed degree and certificate programs are aligned with OHSU strategic priorities and mission, purpose and goals.
- Utilize the information collected through the program review process to inform planning and priorities at the university level.

⁶¹ https://www.ohsu.edu/sites/default/files/2022-08/OHSU%20Indicators%20of%20Effectiveness_2022.pdf

⁶² <https://www.ohsu.edu/education/assessment-educators>

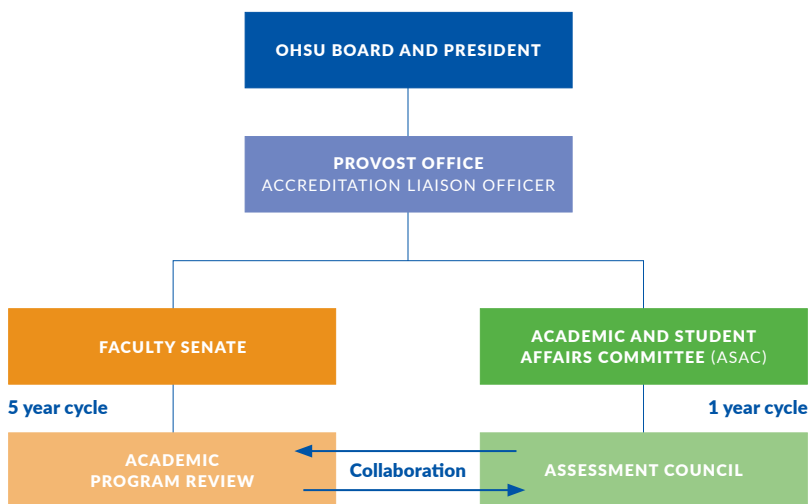
⁶³ <https://www.ohsu.edu/education/academic-program-review>

⁶⁴ <https://ohsu.ellucid.com/documents/view/20883/?security=45d8d998dc490bd958df229b35d8f639da1563c8>

⁶⁵ https://www.ohsu.edu/sites/default/files/2021-11/APR%20Handbook%202021-2022_updated.pdf

APR addresses the required review of course, program, and academic degree and certificate expectations identified in NWCCU's Standard One (1.B.1, 1.C.1, 1.C.5, and 1.C.9). APR is also integrated with OHSU's [assessment process](#)⁶⁶ through program-level analyses and planning that demonstrate alignment with OHSU's mission, purpose and goals, metrics, and indicators. The APR process was revised in 2021 to consider and incorporate diversity, equity, and inclusion and resources are reviewed annually.

Image 2: Reporting Structure for Assessment Council and Academic Program Review



OHSU's APR process utilizes data provided by the Office of the Provost, which includes admission rates, retention rates, completion rates, gender rates, and race/ethnicity and residency status to inform the review of the program. This systematic approach of providing standardized information allows OHSU to assess the effectiveness of academic programs in relation to student achievement goals. The process used by the Office of the Provost, in conjunction with the review and recommendation from OHSU's Faculty Senate, to assess a program's effectiveness for student learning and achievement and to allocate resources is represented in "Appendix A: Flowchart and Responsibilities" on page 11 of the *Academic Program Review Handbook & Guideline*.

⁶⁶ <https://www.ohsu.edu/education/assessment-educators#accordion-1028671-2>

Resource Allocation

Funding allocation is a data-informed decision, which is made by OHSU's executive leadership with appropriate endorsements by the OHSU President and Board of Directors (e.g. the Board of Directors reviews and approves the university's annual budget and the annual tuition and fee rates). OHSU has an inclusive process for making decisions and allocating resources with the Office of the Provost guiding and leading the academic mission. Key to the inclusive process is communication across leadership groups and the involvement of multiple stakeholders and committees with implementation and accountability. Decisions and resource allocations for the academic mission are implemented and managed by the Office of the Provost through an inclusive [decision-making process](#)⁶⁷ of information gathering and stakeholder involvement.

Several examples of OHSU's systematic evaluation and [resource allocation](#)⁶⁸ based on its *OHSU 2025* strategic plan to make decisions to improve student learning and student success were the creation of the [OHSU Food Resource Center](#)⁶⁹ (Learner Success Objective), aligned with the [OHSU Student Health and Wellness Center](#),⁷⁰ the new Office of Learner Placement and Housing (Learner Placement Objective), and the hiring of several new staff to provide improved services to faculty and students (Learner Success).

Nearly 1 in 4 OHSU student survey respondents indicated they experience food insecurity, meaning they lack reliable access to sufficient quantities of affordable, nutritious food. Through the allocation of *OHSU 2025* funds, student leaders established the Food Resource Center, which was highlighted in the Spring 2022 edition of [Bridges](#),⁷¹ as was the *OHSU 30-30-30* initiative and the School of Medicine Match Day residency placement (SAI 1.10) and was identified as a success story for *OHSU 2025* in the [OHSU Board of Directors meeting on April 22, 2022](#).⁷² At the Food Resource Center, any OHSU student can obtain fresh and frozen foods and grocery staples as well as non-food items and household supplies, free of charge. Additionally, *OHSU 2025* funds have been directed to initiatives that support learner nutrition such as increasing the food-related infrastructure with microwaves and refrigerators on campus, offering discounts at OHSU food and nutrition locations, and a long-term commitment to the Food Resource Center by hiring a full-time Food Resource Center Coordinator. Through the creation of the Food Resource Center, OHSU has invested resources in addressing stressors that impact student educational progress and in building a diverse, equitable environment where all can thrive and excel, making it an institutional [success story](#).⁷³

⁶⁷ https://www.ohsu.edu/sites/default/files/2022-06/OHSU_Educational_Decision_Making_Process_FINAL.pdf

⁶⁸ [Appendix 2: OHSU 2025 Strategic Planning Projected Budget](#)

⁶⁹ <https://www.ohsu.edu/sites/default/files/2021-10/Food%20Resources%20-%20website.pdf>

⁷⁰ <https://www.ohsu.edu/education/student-health-and-wellness-center>

⁷¹ <https://ohsufoundation.org/wp-content/uploads/2022/05/SoM-Bridges-Spring-2022-FNL-spreads-RS.pdf>

⁷² <https://www.ohsu.edu/sites/default/files/2022-04/OHSU-Board-of-Directors-Meeting-Materials-April-22-2022.pdf>

⁷³ https://www.ohsu.edu/about/strategic-plan?_ga=2.264116236.187021685.1652719058-493726262.1650466993



Picture description: OHSU Rood Family Pavilion Wishing Tree.

Another initiative utilizing *OHSU 2025* resources is the investment in the new Office of Learner Placement and Housing, which coordinates housing for students and trainees who participate in eligible community-based rotations. The Office of Learner Placement and Housing supports quality educational experiences for students and trainees on community-based rotations, promotes OHSU's statewide mission, and creates efficiencies through coordinated housing placements across OHSU's schools and programs. This resource for students and trainees maintains residence leases in several communities that have a large number of student rotations and enhances OHSU's relationship with regional health care entities and community partners across the State of Oregon. As OHSU expands its health care professions programs as part of *OHSU 30-30-30*, the role of the Office of Learner Placement and Housing will be vital in placing and supporting students and trainees across the state as OHSU addresses health inequities and health care worker shortages throughout Oregon.

Finally, to further highlight how resources are being devoted to address needed improvements, the recruitment of a new Vice Provost for Student Affairs was prioritized as were two new educational specialist positions. These positions were created in spring 2022 to provide needed services to students and faculty in the areas of student affairs, career counseling, and in enhancing the learning environment by fostering culturally relevant and inclusive education and cultivating a respectful community for all learners ([the FREE initiative](https://www.ohsu.edu/education/foster-respectful-and-equitable-education-free)⁷⁴).

OHSU has highly developed, systematic assessment of institutional effectiveness processes that lead to continuous quality improvement of its institutional systems, structures, practices, and student learning and achievement outcomes. Through its strategic planning process, its indicators

⁷⁴ <https://www.ohsu.edu/education/foster-respectful-and-equitable-education-free>

of institutional effectiveness, its assessment activities, and its academic program review processes, OHSU utilizes planning and evaluation to inform and refine its systems, practices, and strategies, while allocating resources. By its assessment activities, academic program review, and review of student learning and student achievement indicators, OHSU demonstrates its ongoing commitment to educational effectiveness, student learning, and student achievement. Through these internal self-evaluation processes, in conjunction with external reviews and evaluations of its planning structures and processes by specialized accrediting bodies and national organizations, OHSU continues to demonstrate improving student learning and student achievement is an institutional priority rooted in systematic planning and evaluation efforts.

1.B.2 *The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

The Mission of OHSU

As part of its multifaceted public [mission](#),⁷⁵ OHSU strives for excellence in education, research and scholarship, clinical practice and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty and staff.

Setting the example for integrity, compassion and leadership, OHSU strives to:

- Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.
- Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.
- Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.
- Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach.

⁷⁵ <https://www.ohsu.edu/about/ohsu-vision-mission-and-values>

OHSU's Strategic Plan

OHSU's strategic plan – [OHSU 2025](#)⁷⁶ – is built around the vision to collaborate to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of all Oregonians and beyond.

OHSU's six goals or timeless aspirations that form the basis of the strategic plan are:

1. Building a diverse, equitable environment where all can thrive and excel.
2. Being the destination for transformational learning.
3. Enhancing health and health care in every community.
4. Discovering and innovating to advance science and optimize health worldwide.
5. Partnering with communities for a better world.
6. Ensuring a sustainable foundational infrastructure.

Mission Fulfillment

OHSU has developed meaningful objectives and [indicators of achievement](#)⁷⁷ which align with *OHSU 2025* and the OHSU mission ([Image 3](#)). These objectives and indicators of achievement address institutional effectiveness, student learning, and student achievement and are the basis for determining mission fulfillment at OHSU. These indicators are enduring metrics that measure the overall effectiveness of OHSU's mission in education, research, and health care with intentional emphasis on monitoring student learning and student achievement. These indicators and thresholds are monitored annually by the Office of the Provost, made publicly and readily available through the [Institutional Effectiveness website](#),⁷⁸ and communicated to the President, the Executive Vice President and Provost, and OHSU executive leaders. Action plans are created and resources are allocated as appropriate to ensure continued institutional effectiveness. There are many internal and external avenues where the effectiveness of OHSU is evaluated and [recognized](#)⁷⁹ (e.g. OHSU is one of 11 academic medical centers to be recognized for demonstrating excellence in delivering high-quality health care based on the annual Vizient Quality and Accountability Ranking). Nonetheless, OHSU's institutional indicators of effectiveness provide an overall dashboard for determining where OHSU is in delivering on its mission to its students, patients and community, with intentional emphasis on monitoring student learning and student achievement.

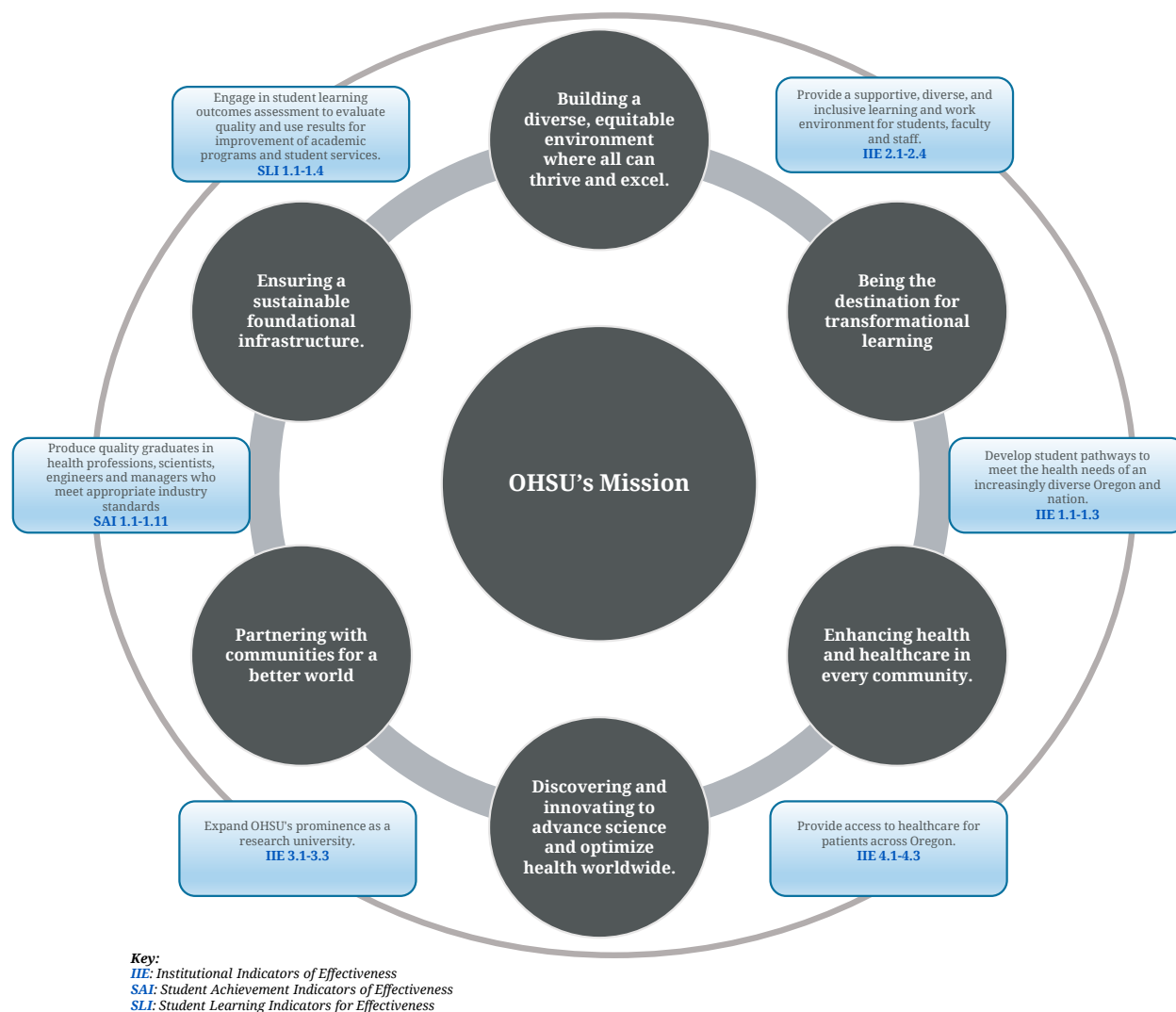
⁷⁶ <https://www.ohsu.edu/about/strategic-plan>

⁷⁷ https://www.ohsu.edu/sites/default/files/2022-08/OHSU%20Indicators%20of%20Effectiveness_2022.pdf

⁷⁸ <https://www.ohsu.edu/education/institutional-effectiveness>

⁷⁹ <https://www.ohsu.edu/health/ohsu-health-care-awards-and-recognition>




Image 3: OHSU Mission, Goals, Objectives and Indicator Alignment



Monitoring the indicators of institutional effectiveness allows OHSU to measure its mission fulfillment as well as track and improve its effectiveness. As part of the ongoing cycle of quality and continuous improvement, OHSU defines its mission fulfillment as achieving the expectation of its indicators for institutional effectiveness, student learning, and student achievement. This achievement is measured annually by determining whether the combined total of the indicators that have exceeded or are within an acceptable range of the target is $\geq 90\%$.

OHSU has continued the 3-color symbol assignment system from previous accreditation reports to help all stakeholders visually identify progress and trends on the indicators of institutional effectiveness. This tri-color symbol system provides a graphic that conveys the results of each indicator in a simple, transparent manner. Achievement for each indicator is determined by its performance based on the following symbol definitions explained in Table 1 below.

Table 1: Color Symbol Assignment for Indicators of Effectiveness

Score	Description
	Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.
	Difference between the target and the result is $\leq 20\%$; continued monitoring and effort needed to reach target. Results are within 80-99% of target and are considered to be within an acceptable range.
	Difference between the target and the result is $>20\%$ and immediate action is required. Results are $< 80\%$ of the target and are not considered to be within an acceptable range.

A green square indicates the stretch target for that specific indicator has been met or exceeded. A yellow triangle means OHSU is performing within an acceptable range for that indicator but improvement is still needed (results are within 80-99% of the established target). A red X signals the indicator performance is below the acceptable threshold (less than 80% of the target) and is not considered to be within an acceptable range.

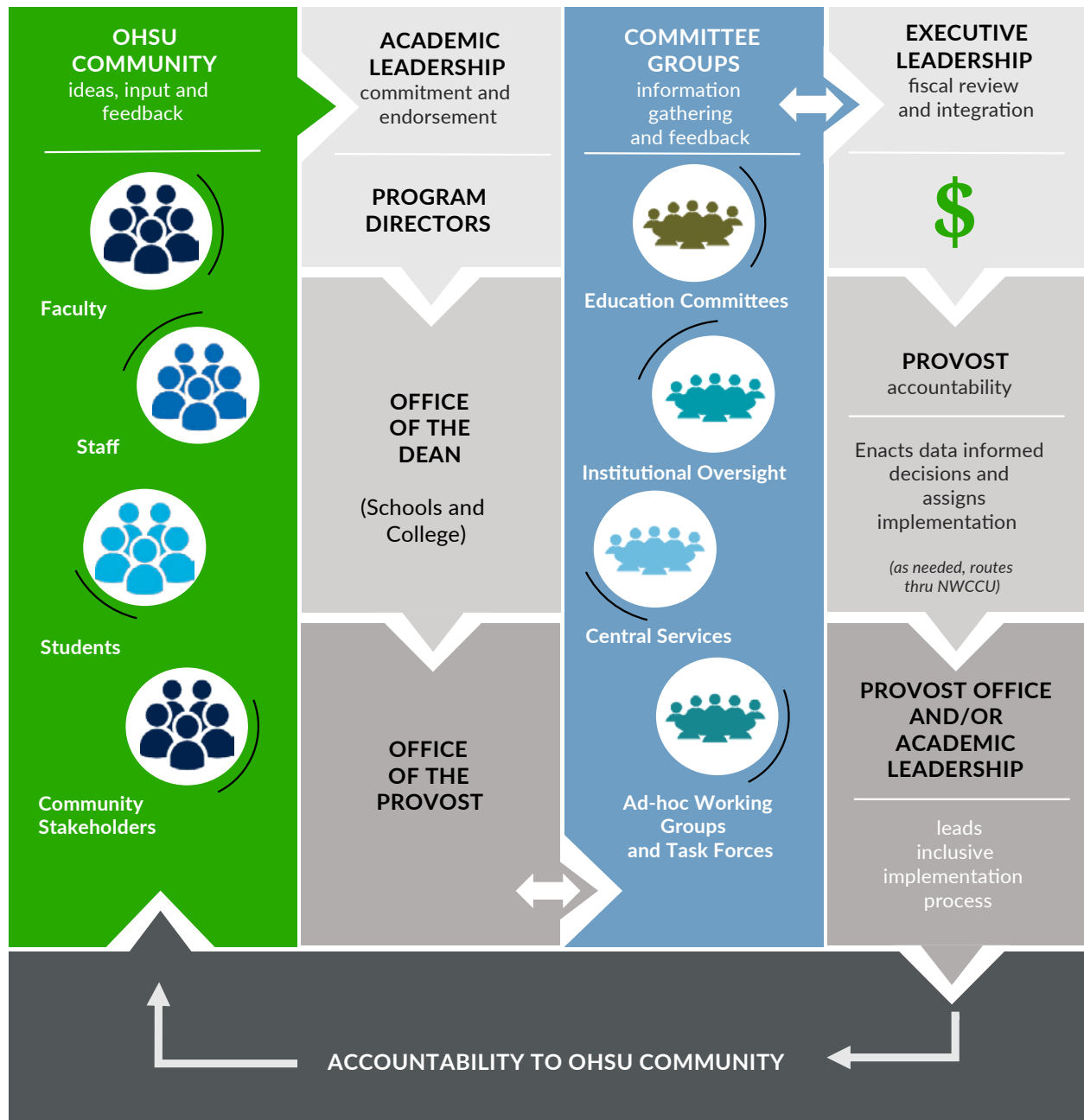
Mission fulfillment for OHSU is then determined by whether the combined total of the indicators have exceeded or are within an acceptable range of the target is $\geq 90\%$. OHSU is meeting its definition of mission fulfillment, as all of its indicators of effectiveness are being achieved or are within the acceptable threshold.

In the cycle of continuous improvement, OHSU annually reviews the indicators, thresholds and results. Indicators that transition down to the “acceptable threshold” (yellow triangle) level or to the “below acceptable threshold” (red X) level are monitored and addressed. If an effectiveness indicator falls below the acceptable threshold (red X), a corrective remediation plan is established by the Office of the Provost, in alignment with the educational decision-making process.

The Office of the Provost engages in a [shared governance structure](#)⁸⁰ that allows multiple opportunities for collaboration and feedback from across the OHSU community. The structure enables the sharing of ideas among constituents, allows stakeholders to provide input at multiple levels, facilitates data to be assessed, results in resources to be assigned and allocated, and tracks the implementation of a decision to evaluate effectiveness. The structure incorporates the broader OHSU community, academic leadership, institutional committees, and executive leadership in the decision-making process and assignment of institutional resources.

⁸⁰ https://www.ohsu.edu/sites/default/files/2022-06/OHSU_Educational_Decision_Making_Process_FINAL.pdf

Image 4: OHSU Shared Governance Process for Academics



OHSU's Office of the President in consultation with the Office of the Provost and OHSU Dean's Council has selected peer institutions on a regional and national level based on similar missions and values toward leadership, education, research, engagement, and the advancement of health care initiatives.

OHSU Regional Peers

[University of California San Francisco](https://www.ucsf.edu/)⁸¹

[The University of Utah](https://www.utah.edu/)⁸²

National Peers

[The University of Texas Health Science Center at Houston](https://www.uth.edu/)⁸³

[Medical University of South Carolina](https://web.musc.edu/)⁸⁴

These institutions are determined as peers of OHSU by the Integrated Postsecondary Education Data System (IPEDS). IPEDS provides limited annual information on the comparison group as a context for interpreting OHSU's indicators in relation to other similar institutions. Additionally, OHSU uses [professional accreditation](https://www.ohsu.edu/education/specialized-accreditation)⁸⁵ organizations, national credentialing examination results, and other oversights to provide independent external assurances of quality, and to benchmark targets for comparisons.

OHSU monitors and compares results of peer institutions for several of the indicators of effectiveness to increase institutional effectiveness and promote continuous improvement.



Picture description: OHSU medical team reviewing imaging.

⁸¹ <https://www.ucsf.edu/>

⁸² <https://www.utah.edu/>

⁸³ <https://www.uth.edu/>

⁸⁴ <https://web.musc.edu/>

⁸⁵ <https://www.ohsu.edu/education/specialized-accreditation>

1.B.3 *The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

As a multifaceted organization, OHSU has a number of institutional and organizational priorities that require planning and institutional oversight. The [OHSU Board of Directors](#)⁸⁶ customarily meets four to five times annually to receive ongoing updates on the performance of the institution. OHSU executive leadership regularly provides information to the OHSU Board of Directors regarding institutional progress. The OHSU Board of Directors relies on audited financial reports, institutional budgets, OHSU Faculty Senate reports, updates on policies and initiatives, as well as presidential reports to ensure the institution is progressing in its planning and is executing on its mission. Additionally, the OHSU Board of Directors is updated on Oregon state legislative issues that have an impact on OHSU, its mission or strategic plan. For example, at the [January 28, 2022 OHSU Board of Directors meeting](#),⁸⁷ OHSU's director of state government relations provided the board with an update on the 2022 state legislative session and on OHSU's work to secure funding under the *OHSU 30-30-30* initiative. At the April 22, 2022 meeting, a progress [update on OHSU 2025](#)⁸⁸ was presented to the OHSU Board of Directors. As another example, at the [September 24, 2021 OHSU Board of Directors meeting](#),⁸⁹ the Interim Provost and the Vice Provost for Educational Improvement and Innovation updated the board on OHSU's annual assessment of student learning.

OHSU has a very inclusive planning and decision-making process that encourages broad participation and provides opportunities for individuals to actively engage and express their feedback and opinions. The [OHSU 2025](#)⁹⁰ strategic planning process involved over 5,000 OHSU community members offering feedback and working to develop and shape the plan through open information sessions, priority setting workshops, and online feedback forums, with an initial fiscal investment of [\\$100 million to support 23 priority objectives](#).⁹¹ Additional objectives, not identified as priority objectives, were still promoted, monitored, and managed by mission and objective leaders across the institution. Updates, progress, and success stories of *OHSU 2025* are communicated to the internal and external communities through the strategic planning page on OHSU's public website.

With the impacts of COVID-19 having a profound effect on the OHSU community, in spring 2020 OHSU's strategic planning process and reporting were paused as organizational resources were diverted to address the pandemic and needs of the state. By June 2021, *OHSU 2025* was reviewed, revised, and reinitiated with work towards meeting the expected outcomes detailed in a restarted *OHSU 2025* Refresh plan, with updates presented to the OHSU Board of Directors at the January 28, 2022 and April 22, 2022 meetings. The [OHSU 2025 objectives](#)⁹² have also been updated with revised institutional initiatives, such as a flexible workspace and supplier diversity.

⁸⁶ <https://www.ohsu.edu/about/board-directors>

⁸⁷ <https://www.ohsu.edu/sites/default/files/2022-01/OHSU-Board-of-Directors-Meeting-Agenda-Materials-Jan28-2022.pdf>

⁸⁸ <https://www.ohsu.edu/sites/default/files/2022-05/OHSU-2025-Board-Presentation-April-22-2022.pdf>

⁸⁹ <https://www.ohsu.edu/sites/default/files/2021-09/COMBINED-OHSU-Public-BOD-9-24-21-Optimized.pdf>

⁹⁰ <https://www.ohsu.edu/about/strategic-plan>

⁹¹ [Appendix 2: OHSU 2025 Strategic Planning Projected Budget](#)

⁹² <https://www.ohsu.edu/sites/default/files/2022-05/OHSU-2025-refresh-placemat.pdf>

As articulated at the end of the response to Standard 1.B.1, OHSU has devoted resources to needed improvements identified in the planning processes embedded in *OHSU 2025* with the creation of the new Food Resource Center, the new Office of Learner Placement and Housing, and the recruitment for a new Vice Provost for Student Affairs and two new educational specialist positions. These dedicated resources will improve the student experience and will lead to improved student learning and student achievement.

Another venue to improve institutional effectiveness relies on improved program efficiencies and alignment. The Office of the Provost has a well-established and readily accessible [academic planning process](#)⁹³ which is detailed in Policy No. *02-50-010 – Proposing New Programs, Program Changes, and Curricular Modifications*.⁹⁴ OHSU engages various stakeholders in the development, review, and approval of new academic programs and curricular modifications to existing academic programs. A 3-tiered curricular change system is reflective of the level and classification of the proposed change. A substantive change, such as adding a new academic program, requires an initial statement of intent and approval from the Office of the Provost prior to commencing the appropriate paperwork at the school level. Upon approval at the school level, the new program proposal undergoes an institutional review process that requires the approval of the OHSU Faculty Senate and the Office of the Provost, followed by notification to the [Higher Education Coordinating Commission](#)⁹⁵ through the statewide Provosts' Council, to NWCCU, and the appropriate specialized accreditation agency when applicable.

1.B.4 *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

OHSU continually monitors its internal and external environment to identify current and emerging issues, trends, patterns, and expectations. Internal and external environmental assessments occur at multiple levels across the institution. Internally, through a number of processes, including the OHSU assessment procedure, academic program review, curricular modifications, and the review of the institutional indicators of effectiveness, institutional experts and administrators address trends that are shared and presented to the OHSU Faculty Senate, the Office of the Provost, and other applicable stakeholders across the institution. OHSU monitors the external environment and emerging trends through active participation of programs with specialized accreditation as well as tracking and reporting comparison data on national trends, such as the first-time pass rates on credentialing exams with respect to national pass rates and 3-Year Official Cohort Default Rate (SAI 1.11).

An example of how OHSU used data to inform planning and improvement is demonstrated in the comparison of its curriculum effectiveness on a national level to how well its students are prepared

⁹³ https://www.ohsu.edu/sites/default/files/2019-09/Detail%20Process_Flow%20chart%209.4.19.pdf

⁹⁴ <https://ohsu.ellucid.com/documents/view/20884/?security=50a771a6793cd493c2fc4a6ee8ed5fbeat7dade0>

⁹⁵ <https://www.oregon.gov/highered/institutions-programs/private/Pages/university-academic-program-approval.aspx>

for credentialing exams. OHSU annually publishes the institutional results on national exam rates in comparison to the national average in the [*OHSU Fact Book*](#),⁹⁶ in the [Institutional Effectiveness webpage](#),⁹⁷ in the Annual Performance Progress Report to the state legislature, and to the OHSU 2025 Education Council. To address the 2019 North American Pharmacist Licensure Examination (NAPLEX) result shortcoming, the College of Pharmacy surveyed students to determine preference for materials or activities they would find (or would have found) supportive in their NAPLEX preparation, as well as preferred timing and format for the delivery of a Board Review course. Overwhelmingly, students preferred receiving a NAPLEX review book early in the fourth year of the program, followed by simulated comprehensive exams and online delivery of sample questions and exams later in the fourth year. By implementing these changes, the 2020 NAPLEX result showed a dramatic increase to 95% of students passing the exam with a national average of 88%.

The COVID-19 pandemic demonstrated a dramatic need for the State of Oregon to increase the statewide number of available hospital beds. The State of Oregon has the lowest number of hospital beds per capita of any state, and the demand for inpatient care exceeds existing bed capacity across OHSU as is demonstrated by indicators of occupancy rate (IIE 4.1) and ambulatory patient visits (IIE 4.2). OHSU recognized the need for increased hospital capacity and developed the [OHSU Hospital Expansion project](#).⁹⁸ The goal of the OHSU Hospital Expansion is to increase inpatient hospital capacity to provide the highest level of care for all Oregonians, while continuing to meet the evolving health care needs of an expanding and aging population, many of whom are low-income and underserved. Not only will the OHSU Hospital Expansion increase access for Oregonians who require specialized care, but it will also enable OHSU to improve its ability and capacity to train the next generation of health care providers through inpatient expansion into new and existing facilities.

Additionally, the COVID-19 pandemic has raised issues across the state concerning Oregon's health care workforce shortage and widespread health inequity. OHSU, in accordance with its mission to educate, lead, and deliver excellence in health care, is working to increase the number of graduates from its health care programs to address this shortage. OHSU's expectation is to train thousands of new clinicians to work in the state's hospitals and clinics within the next 10 years. In an effort to expand culturally competent health care access for Oregonians in communities across the state, OHSU 30-30-30 will both grow the rate of select health care clinical program graduates by 30% and increase OHSU learner diversity to 30% by the year 2030.

The planning and funding for the OHSU Hospital Expansion as well as for the OHSU 30-30-30 initiative demonstrates how OHSU monitors the external environment and advances needed initiatives. OHSU has used data to determine a statewide need for hospital space and a diverse, educated workforce. Using this data, OHSU assessed its strategic position and future direction to create these initiatives, which will expand the outcomes of OHSU's programs and services.

⁹⁶ <https://www.ohsu.edu/library/ohsu-fact-book>

⁹⁷ <https://www.ohsu.edu/education/institutional-effectiveness>

⁹⁸ <https://news.ohsu.edu/2021/10/29/ohsu-moves-forward-with-hospital-expansion?ga=2.59431338.6051835.1652715318-1380735311.1609433074>

Student Learning

1.C.1 *The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.*

OHSU offers [academic programs](#)⁹⁹ that lead to degrees, certificates and credentials, which align with the institutional mission and have the appropriate content and rigor with clearly identified [student learning outcomes](#)¹⁰⁰ that are reviewed annually by the OHSU Assessment Council through the institutional assessment planning and reporting process. Additionally OHSU's student learning outcomes are aligned with [OHSU's Graduation Core Competencies](#),¹⁰¹ which were revised in 2019-2020, approved by the OHSU Board of Directors in September 2020, and are included in the annual review by the OHSU Assessment Council. As part of the annual assessment reporting process, the progression of certificates and degrees is also reviewed and assessed. [OHSU's assessment process](#)¹⁰² is aligned with the 5-year [Academic Program Review](#)¹⁰³ process for academic quality and effectiveness ([Image 2](#)).

Many of OHSU's academic programs also adhere to rigorous [specialized accreditation](#)¹⁰⁴ standards to meet professional expectations for quality and assurance. OHSU has 36 academic fields of study with specialized accreditation from 15 different specialized accrediting agencies.



Picture description: OHSU Northwest Native American Center of Excellence Director Erik Brodt, M.D., center, speaks with medical students who previously completed the center's Wy'est Post-Baccalaureate Pathway.

⁹⁹ <https://www.ohsu.edu/education/programs-and-schools>

¹⁰⁰ <https://www.ohsu.edu/education/student-learning-outcomes>

¹⁰¹ <https://www.ohsu.edu/sites/default/files/2020-12/OHSU-Graduation-Core-Competencies-with-narrative.pdf>

¹⁰² <https://www.ohsu.edu/education/assessment-educators>

¹⁰³ <https://www.ohsu.edu/education/academic-program-review>

¹⁰⁴ <https://www.ohsu.edu/education/specialized-accreditation>

1.C.2 *The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

OHSU awards credits, degrees, and certificates for programs that are based upon [student learning and learning outcomes](#),¹⁰⁵ which are aligned to the OHSU Graduation Core Competencies. OHSU's student learning and outcomes are reviewed annually by the OHSU Assessment Council to ensure appropriate breadth, depth, sequencing, and synthesis of learning. OHSU Assessment Council also provides [annual summaries and action reports](#)¹⁰⁶ on alignment of assignments and other assessment to the student learning outcomes. Academic programs make their curricular breadth, depth, and sequencing readily available to admitted and potential students, such as the [M.D. program](#),¹⁰⁷ the [D.M.D. program](#),¹⁰⁸ and the undergraduate and graduate programs of study within the [School of Nursing](#).¹⁰⁹ The curricular sequencing provides students with the required breadth and depth of topics, and academic progression toward degree or certificate completion can be monitored by students and advisors through the DegreeWorks online degree audit system. The success of OHSU programmatic curriculum is validated both internally through the [Academic Program Review](#)¹¹⁰ process and externally through specialized accreditation reviews, reports, and site visits. The success of OHSU's students in relation to national comparators is published annually in the [OHSU Fact Book](#)¹¹¹ on the "Students Passing Senior-Level Credentialing Examinations on the First Attempt" table (2021 pg. 33) as well as in the [indicators of effectiveness](#)¹¹² publication. These success rates inform the institution on how well OHSU is preparing its students compared to the national average.

1.C.3 *The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

OHSU identifies and publishes expected [program and degree learning outcomes](#)¹¹³ for all degrees and certificates, which are aligned to the OHSU Graduation Core Competencies and are publicly available on the Academic Assessment website. OHSU Policy No. [02-50-030 – Student Learning Outcomes and Assessment](#)¹¹⁴ defines and assigns responsibilities to ensure each degree and certificate program assesses student learning outcomes annually in a systematic and rigorous manner, and to use the assessment findings to improve teaching, learning, and the curriculum.

¹⁰⁵ <https://www.ohsu.edu/education/student-learning-outcomes>

¹⁰⁶ <https://www.ohsu.edu/education/assessment-educators>

¹⁰⁷ <https://www.ohsu.edu/school-of-medicine/md-program/md-program-curriculum>

¹⁰⁸ <https://www.ohsu.edu/school-of-dentistry/dmd-program-overview>

¹⁰⁹ <https://www.ohsu.edu/school-of-nursing/sample-programs-study>

¹¹⁰ <https://www.ohsu.edu/education/academic-program-review>

¹¹¹ <https://www.ohsu.edu/library/ohsu-fact-book>

¹¹² https://www.ohsu.edu/sites/default/files/2022-08/OHSU%20Indicators%20of%20Effectiveness_2022.pdf

¹¹³ <https://www.ohsu.edu/education/student-learning-outcomes>

¹¹⁴ <https://ohsu.ellucid.com/documents/view/20887/?security=7f078b9d2804159e38297c9df1f41a759df12dc6>

Information on expected student learning outcomes for all courses is provided to enrolled students through course syllabi as dictated by OHSU Policy No. [02-50-050 – Course Syllabi](#)¹¹⁵ and enacted through the use of the Concourse course syllabi application to ensure standardization and consistency. The policy requires all OHSU courses must provide course syllabi to students, which must be distributed on or before the first day of class and reviewed with students. OHSU provides exemplar versions of course syllabi to the OHSU Community on the [Assessment for Educators](#)¹¹⁶ website, under the Resource tab, where course competencies, outcomes, and objectives as well as OHSU Competencies are articulated.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

OHSU Policy No. [02-01-001 – Student Admission Requirements – Standards for Admissions](#)¹¹⁷ stipulates that OHSU admissions requirements are developed and vetted by each school or college, and recommended to the Office of the Provost for approval. Standards may include, but are not limited to: high school graduation; subject requirements; prior college-level course work; standardized test scores; grades; and programs may have different standards for Oregon residents vs non-residents.

Faculty in the schools and programs develop admission standards appropriate to the respective disciplines and use these standards to make admissions determinations. These standards and procedures are available on the school's website, and through the student handbooks and admission materials. Several programs, including dentistry, medicine, pharmacy, and physician assistant, are required to use national application services (e.g., Associated American Dental Schools Application Service, American Medical College Application Service, Pharmacy College Application Service, Central Application Service for Physician Assistants). Several programs also require a secondary application, which along with the national application, facilitates communication between the prospective student and programs, where admission status can be tracked by the applicant from initial application through final decision.

OHSU publishes its [student admission](#)¹¹⁸ requirements, which vary by program and are readily available through program websites and program [handbooks](#).¹¹⁹ Graduation requirements are also defined by the programs and readily available on the program's website. Enrolled students can monitor degree requirements through the DegreeWorks online degree audit system. Prospective students access information about the characteristics and qualifications of OHSU's academic programs, curriculum details, faculty qualification, and admissions procedures and practices on programmatic websites.

¹¹⁵ <https://ohsu.ellucid.com/documents/view/20891/?security=10599fd89420ea1bfcff46a73af239b6e1e00b5f>

¹¹⁶ <https://www.ohsu.edu/education/assessment-educators>

¹¹⁷ <https://ohsu.ellucid.com/documents/view/20872/?security=1c073ef95148c0d3e6e560467e4f1e60e7ab6d3b>

¹¹⁸ <https://www.ohsu.edu/education/academics-and-admissions>

¹¹⁹ <https://www.ohsu.edu/education/student-handbooks-conduct-policies-and-procedures>

Academic programs in the health sciences have a societal responsibility to train competent health care providers and scientists that demonstrate critical judgement, extensive knowledge and well-honed technical skills. OHSU has recently revised Policy No. [02-70-010 – OHSU Technical Standards](#)¹²⁰ to ensure all candidates for an OHSU degree or certificate possess the essential skills and abilities necessary to complete the curriculum successfully. To be qualified for and continue enrollment in OHSU academic programs, prospective and current students shall meet OHSU's admission standards, academic standards, and technical standards.

OHSU utilizes the automated DegreeWorks online platform to track progression to degree or certificate completion and plan course schedules, which is available to students and advisors as they monitor progress toward graduation. All students have secure access to their automated DegreeWorks degree audit through the online [Student Self Services system](#)¹²¹ as well as access to academic records, registration and requirements, and accounts receivable. The Office of the Registrar provides a [Student Self Service User Guide](#)¹²² as a resource to support students through the use of the system. The user guide provides screenshots of the types of services available to OHSU's students, advisors, and alumni. Staff in academic support roles related to student advising also use the DegreeWorks system as well as the Banner Student Information System to advise students about the program and degree requirements.



Picture description: Individuals attending an OHSU lecture.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

OHSU has an effective system of assessing the quality of learning in its academic programs through its assessment process managed by the OHSU Assessment Council and its academic program review process,

managed by OHSU's Academic Program Review Committee. Assessment of academic programs at OHSU involves an annual process and incorporates a diverse, broad and wide-ranging group of internal and external stakeholders ([Image 1](#)) with a vested interest for continuous improvement.

¹²⁰ <https://ohsu.ellucid.com/documents/view/20895/?security=3392ffe2df4bea8df4758b49f17a54e9a02ceb47>

¹²¹ <https://www.ohsu.edu/education/student-self-service>

¹²² https://www.ohsu.edu/sites/default/files/2022-05/Student%20Self%20Service%20Guide%20May%2013%202022_1.pdf

The [OHSU Assessment Council](#)¹²³ advises academic leadership on matters concerning institution-wide assessment of educational programs, student learning outcomes, and the resources needed to support student learning activities. The council ensures academic assessment and accountability are institutional priorities and supports OHSU's mission to educate health care professionals, scientists and leaders in top-tier positions. Assessment plans and reports are reviewed annually as part of the assessment process with clear criteria that includes the communication of student learning outcomes, progression of the curriculum, achievement of targets, engagement of stakeholders, "closing the loop" at a course and program level, and addressing council feedback. The council has representation from every school and college, as well as active participation by administrative, student, and OHSU Faculty Senate members. OHSU supports assessment efforts through its [Teaching and Learning Center](#)¹²⁴ and its offerings of the [Assessment Academy](#)¹²⁵ trainings, which include topics for multiple levels of assessment expertise, such as *Best practices and lessons learned from the OHSU assessment process* (Everyone); *Outcomes, goals, and objectives, oh my!* (Beginner); *Closing the loop: Making decisions informed by assessment data* (Intermediate); and *Results into action: How to use assessment findings* (Advanced).

Additionally, OHSU's Vice Provost for Educational Improvement and Innovation provides annual reports to the OHSU Board of Directors on the institution's assessment activities. At the [September 24, 2021 OHSU Board of Directors](#)¹²⁶ meeting, the Board of Directors was provided with an update on OHSU's annual assessment of student learning.

To compare and benchmark its assessment planning process and reporting activities to its peer institutions, OHSU submitted an evaluation of its assessment progress to the [National Institute of Learning Outcomes Assessment \(NILOA\)](#).¹²⁷ The application enabled the OHSU Assessment Council to articulate its process and provided the opportunity for self-reflection on the strengths and areas of improvements for the annual review of assessment plans and reports. As a result of its application in 2020, OHSU was recognized with the *Excellence in Assessment (EIA)* award for utilizing the institution's assessment activities to drive internal improvements and advance student success and achievement. *EIA* is a national program aimed at recognizing colleges and universities for conducting comprehensive assessment of student learning outcomes as an effort to support and encourage internal improvements and advance student success efforts. This designation spotlights institutions that successfully integrate assessment practices across the entire institution, provide evidence of student learning, and use assessment results to guide institutional decision-making and to improve student performance.

OHSU's [Academic Program Review Committee](#)¹²⁸ (APR) membership is comprised of a minimum of nine faculty members with representation from each school at OHSU. APR Committee members are nominated by their school to a 3-year term, and are confirmed by the OHSU Faculty Senate.

¹²³ <https://www.ohsu.edu/education/assessment-educators>

¹²⁴ <https://www.ohsu.edu/education/teaching-and-learning-center>

¹²⁵ <https://www.ohsu.edu/sites/default/files/2020-06/Assessment%20Academy%202019-20%20Final%20Flyer.pdf>

¹²⁶ <https://www.ohsu.edu/sites/default/files/2021-09/COMBINED-OHSU-Public-BOD-9-24-21-Optimized.pdf>

¹²⁷ <https://www.learningoutcomesassessment.org/>

¹²⁸ <https://www.ohsu.edu/sites/default/files/2021-07/APR%20Committee%20Membership%202021-2022.pdf>

The APR Committee examines the academic program review submissions and makes suggestions and recommendations on strengths and opportunities for improvements to the programs. Reports are submitted to the Faculty Senate and then to the Office of the Provost for review. Improvement projects are identified and agreed upon and resources are allocated to accomplish needed improvements. Academic programs are expected to provide updates and progress on their action plans in support of their 5-year reports.

Faculty at OHSU are instrumental in establishing, assessing, and evaluating the curriculum and student learning outcomes at the institution. Faculty members are active participants in the institutional councils and committees across OHSU through appointments by the OHSU Faculty Senate.

[OHSU Faculty Senate](https://www.ohsu.edu/education/faculty-senate)¹²⁹ is a representative group of faculty from across the university who come together to discuss, plan, advise, and, where appropriate, take action on any matter of general interest or concern to the faculty or pertaining to OHSU. This includes, but not limited to:

- Faculty status
- Strategic planning
- Academic policies
- Educational standards, curricula, new programs, regulations
- Research
- Budget

OHSU's Faculty Senate confirms committee members, nominated by their schools and endorsed by the Office of the Provost, to a number of OHSU ad hoc and university committees, where role and function are guided by the committee charge. Specific university committees include:

- Academic Program Review Committee
- Committee on Academic Policy
- Diversity Advisory Council
- Employee Advisory Council
- Employee Benefits Council
- Information Privacy and Security Policy Committee
- OHSU Assessment Council
- OHSU Curriculum Committee
- OHSU University Cabinet
- Policy Advisory Committee
- President's Council
- Research Oversight Committee
- Retirement Plan Advisory Committee

¹²⁹ <https://www.ohsu.edu/education/faculty-senate>

- School of Medicine Faculty Council
- Survey Coordination Committee
- Legislative Committee

The OHSU Faculty Senate presents annual updates and reports to the OHSU Board of Directors, the most recent update occurring at the [October 29, 2021 board meeting](#).¹³⁰

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

OHSU's undergraduate programs require students complete all General Education requirements at another college or university and transfer those course credits to earn a baccalaureate from OHSU. Students complete the General Education curriculum prior to enrolling at OHSU or enroll simultaneously at a second institution. OHSU Policy No. [02-70-035 - Degree/Certificate Standards](#)¹³¹ establishes the General Education requirements needed to obtain a bachelor degree from OHSU. In addition to the minimum General Education requirements established in policy, undergraduate programs have specific course requirements (e.g. Anatomy & Physiology, Physics) depending on the undergraduate major (e.g. nursing). The partnerships with, and program sites on, other state colleges and universities facilitate students' ability to complete General Education requirements. OHSU does not report the undergraduate retention rate or graduation rate to IPEDS as that explicitly requests first-time, full-time freshman data. For joint undergraduate programs between OHSU and its partner institutions, Oregon Tech and Portland State University, students complete undergraduate requirements at the partner institution with OHSU offering didactic course content to complete programmatic graduation requirements.

OHSU espouses [Graduation Core Competencies](#),¹³² which are skills, knowledge, and abilities every graduate will be assessed on and achieve prior to graduation. For prospective students, these core competencies help students to evaluate if OHSU is a good fit for them. For *current* students, OHSU's curriculum has been intentionally designed to ensure skills will be taught to assist in the development of a competent professional. The institutional core competencies, as well as academic program and course learning outcomes, will allow students to self-assess to determine how they are progressing in becoming health care professionals or scientists.

In 2019-2020, OHSU reassessed its Graduation Core Competencies after conducting a crosswalk of specialized accreditation standards for frequency and relevancy. Utilizing this analysis, OHSU

¹³⁰ https://www.ohsu.edu/sites/default/files/2021-10/COMBINED_OHSU_Public_BOD_10-29-21_Optimized%5B4%5D.pdf

¹³¹ <https://ohsu.ellucid.com/documents/view/20900/?security=f5206716347cec5a10fd98eab20ee5cc24e37a9c>

¹³² <https://www.ohsu.edu/sites/default/files/2020-11/OHSU%20Graduation%20Core%20Competencies%202020.pdf>

updated its competencies and modified them to reflect the institution's desire for its learners to grow as anti-racist, trauma-informed, and equity-minded clinicians, scientists, and professionals. OHSU's revised Graduation Core Competencies were adopted by the OHSU Board of Directors in September 2020.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

OHSU utilizes the results of its annual assessment cycle to provide feedback and inform programs and student support services on the rigor and quality of student learning outcomes, ensuring the outcomes are measurable, aligned with OHSU's Graduation Core Competencies, demonstrate evidence of learning activities and engage stakeholders in the assessment planning and review process. OHSU's assessment cycle also requires programs to demonstrate how the programs "close the loop"



Picture description: M.D. Class of 2024, Wy'East Post-Baccalaureate Pathway students celebrating their White Coat Ceremony.

using examples of course improvements, program level improvements, equity considerations based on data, and how the program utilized OHSU's Assessment Council feedback from previous cycles to enact and monitor change and improvements. Reports demonstrating systematic continuous improvement and lessons learned are publicly available under the "reports" tab on the [Assessment](#)¹³³ webpage.

OHSU has incorporated student services into its annual assessment planning and reporting cycle to address practices for the continuous improvement of student learning in learner support activities. The assessment of student support services is guided by the Vice Provost for Student Affairs and works closely with the OHSU Assessment Council. [Co-Curricular learning outcomes](#)¹³⁴ have been established for the following areas:

1. [Center for Diversity and Inclusion](#)¹³⁵ – leads and supports institution-wide initiatives to create an environment of respect and inclusion for all.

¹³³ <https://www.ohsu.edu/education/assessment-educators>

¹³⁴ https://www.ohsu.edu/sites/default/files/2021-10/Student%20Service%20Learning%20Outcomes%202021-2022_0.pdf

¹³⁵ <https://www.ohsu.edu/center-for-diversity-inclusion>

2. [Confidential Advocacy Program](#)¹³⁶ – provides confidential support services to OHSU employees, students, and volunteers who have experienced any form of sexual misconduct, including sexual harassment, sexual assault, intimate-partner violence, stalking, relationship/dating violence, and other forms — whether at OHSU or outside of the university.
3. [Office of International Affairs](#)¹³⁷ – consisting of Immigration Services and Export Controls, the Office of International Affairs supports OHSU’s international community, programs, and activities through a variety of services including visa and immigration counseling, housing options, compliance with export regulation, and access to local resources. OHSU international travelers are provided information to ensure compliance with federal regulations governing transfer of materials, and travelers are required to be approved through OHSU’s Off-Campus Authorization System to ensure they are not going to international locations that may be considered at risk.
4. [Office of the Registrar](#)¹³⁸ – maintains the official academic record for all OHSU students and provides academic and student services in the areas of registration, grading, transcript processing, enrollment verification, and degree audits.
5. [Office of Student Access](#)¹³⁹ – determines and facilitates the implementation of reasonable accommodations to address documented disabilities. This may include academic adjustments, auxiliary aids and/or program modifications. Reasonable accommodations enable students with disabilities to have an equal opportunity to participate in an academic program or activity by providing alternative ways to accomplish the course requirements that eliminate or reduce disability-related barriers.
6. [Office of Student Life](#)¹⁴⁰ – sponsors a variety of services, programs, and events to support, educate, advocate, entertain and challenge students. Through its dynamic interdisciplinary environment that stimulates inquiry, initiative and cooperation, OHSU’s student-centered programming cultivates a sense of community and interprofessionalism that is unique to OHSU.
7. [OHSU Library](#)¹⁴¹ – the largest health sciences library in Oregon, serving the OHSU community, as well as health professionals and residents of the State of Oregon.
8. [Personal Finance and Debt Counseling](#)¹⁴² – assists students and alumni to create a personalized educational debt management plan to provide a better understanding of financial obligations and options after graduation. Also provides financial counseling to students in the areas of budgeting and financial literacy.

¹³⁶ <https://www.ohsu.edu/affirmative-action-and-equal-opportunity/confidential-advocacy-program>

¹³⁷ <https://www.ohsu.edu/international-affairs/about-us>

¹³⁸ <https://www.ohsu.edu/education/office-registrar>

¹³⁹ <https://www.ohsu.edu/education/academic-accommodations-disabilities>

¹⁴⁰ <https://www.ohsu.edu/education/student-life>

¹⁴¹ <https://www.ohsu.edu/library>

¹⁴² <https://www.ohsu.edu/education/personal-finance-and-debt-counseling>

9. [Student Academic Support Services](#)¹⁴³ – supports students as they adapt their study and personal habits to the demands of being a student at OHSU.
10. [Student Accounts Receivable](#)¹⁴⁴ – assesses and collects student tuition and fees, and provides accurate and timely billing, student loan services and collection of past-due student accounts.
11. [Financial Aid](#)¹⁴⁵ – provides students with the ability to access educational programs by administering student financial aid funding sources that are used to meet the costs of attending OHSU.
12. [Student Health and Wellness Center](#)¹⁴⁶ – dedicated to providing exceptional and confidential primary care, behavioral health, integrative medicine and wellness services to support the health and well-being of students and postdoctoral scholars during their time at OHSU, including efforts to address food insecurity at OHSU.

In fall 2018, the Central Student Services Work Group developed an annual survey, which was broad enough to be meaningful and applicable to each of the student services. The instrument addressed the responsiveness and ease of access for the student as well as quality of service provided. The survey provides a consistent data set, which the student service units can use when reviewing their assessment planning and as part of their annual reporting efforts. The [Student Services Assessment Reporting 2019-2020](#)¹⁴⁷ is currently publicly available to the OHSU Community on the [Assessment for Educators](#)¹⁴⁸ site under the Reports Tab, Annual Summaries.

Each student service department submits responses about how they assess student learning, how their work aligns with the OHSU Graduation Core Competencies, and how the department uses data from the annual survey to inform changes and enhance services. Departments receive feedback on their annual reports from the OHSU Assessment Council and present findings to OHSU All-Hill Student Council. The alignment of central student support services to OHSU's Graduation Core Competencies is an indicator of student learning effectiveness (SLI 1.4) and demonstrates OHSU's commitment to improve student services.

1.C.8 *Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

OHSU maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in advancing their

¹⁴³ <https://www.ohsu.edu/education/student-academic-support-services>

¹⁴⁴ <https://www.ohsu.edu/education/accounts-receivable>

¹⁴⁵ <https://www.ohsu.edu/education/financial-aid>

¹⁴⁶ <https://www.ohsu.edu/education/student-health-and-wellness-center>

¹⁴⁷ <https://www.ohsu.edu/sites/default/files/2022-05/CCC%2021871488%20Institutional%20Student%20Services%20Report%202020%20BOOK%20v011422-FNL-PRINT%20%283%29.pdf>

¹⁴⁸ <https://www.ohsu.edu/education/assessment-educators>

academic goals through the use of Policy No. [02-70-005 – Transfer of Course Credit](#),¹⁴⁹ which specifies the appropriate transfer and awarding of credit obtained at other institutions of higher education. The *Transfer of Course Credit* policy was last reviewed and revised on February 9, 2022. The acceptance of credit earned at another institution and applied to an OHSU academic program at the same course level will be based on the quality of the institution from which the student transfers; assessment of the comparability and relevance to the OHSU program; grade received in each course; and any articulation agreements between OHSU and another academic institution. Relevant credit may be accepted from any institution accredited by an accreditor that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education at the time the credits were awarded. Transfer credits are evaluated without regard for delivery method and include courses completed in-person or remotely, and synchronously or asynchronously.

Limits on the type of undergraduate and graduate-level credits that can be transferred from another accredited academic institution are also established in the *Transfer of Course Credit* policy and cannot be exceeded without approval of the dean and provost. In all instances, only earned credit can be transferred to OHSU and a student's grade point average (GPA) does not transfer.

The schools and academic programs are responsible for the full and accurate disclosure of transfer credit policies and practices. These academic program-specific policies and practices are provided to applicants and matriculated students by the academic program through appropriate student handbooks and recruitment materials. Information on transfer credit is also provided and publicly available on the [OHSU Office of the Registrar's](#)¹⁵⁰ webpage. Schools and academic programs periodically review their policies and practices to ensure they meet the academic program's objectives and they are fair and equitable to students.

The OHSU Registrar applies transfer credit to meet major specific requirements at the direction of the programs and is responsible for placement of transfer credit to meet the OHSU undergraduate General Education requirements. The Registrar also ensures that the university transfer of credit policy and the academic program specific policies and procedures are followed in the awarding of transfer credit, and that the schools and programs are consistent in the application of the policies to all matriculated students in a timely and consistent manner.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

In alignment with OHSU's mission, vision, and values, the institution offers graduate and professional [programs](#)¹⁵¹ that are appropriate in depth of study, research, intellectually rigorous,

¹⁴⁹ <https://ohsu.ellucid.com/documents/view/20894/?security=ff97f236b2e4a422661493bba529fc7266d3f0d9>

¹⁵⁰ <https://www.ohsu.edu/education/office-registrar>

¹⁵¹ <https://www.ohsu.edu/education/programs-and-schools>

knowledge of the topical content, and scholarship in the professional practice. OHSU's graduate and professional programs are reviewed regularly through OHSU's annual assessment planning and reporting cycles as well as OHSU's academic program review process. Many OHSU graduate and professional programs participate in the rigorous specialized accreditation process to ensure compliance with programmatic accreditation standards.

Nearly 75% of OHSU students are enrolled in graduate and professional programs, including students enrolled in professional practice doctorate or research doctorate programs. As the only university in the State of Oregon to award doctoral degrees in all five disciplines of dentistry, medicine, nursing, public health and pharmacy, educating graduate and professional students is well aligned with OHSU's mission and strategic plan.

Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

OHSU's programs are very competitive with the intentional and focused recruitment and admissions process overseen by each school and program. Admissions, including prerequisite requirements and application deadlines, are handled by each school and program directly, and many involve applying through an external national system. Each program provides a dedicated website with an overview of the admissions process and a corresponding timeline of important dates. OHSU publishes in the [OHSU Fact Book](#),¹⁵² two measures that demonstrate student preparedness and potential for student success. OHSU provides "Average Entrance Exam Scores of Matriculates" for medical, dental, and public health and compares OHSU's student average to national averages on the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT). OHSU also publishes the average undergraduate GPA of students enrolling for the first time in the "New Student Qualification" table.

The [OHSU Office of Student Life](#)¹⁵³ engages students through interprofessional activities and programs outside of the classroom, including providing annual new student orientation sessions. Incoming students from different schools and programs have the opportunity to learn about the [student resources](#)¹⁵⁴ available at OHSU, which was virtual because of COVID-19 but will resume in-person on campus beginning fall 2022. Additional student orientation sessions and information are provided at the program level where program [handbooks](#)¹⁵⁵ and information specific to the program are reviewed.

The Office of the Provost, [Academics and Admissions webpage](#)¹⁵⁶ delivers institutional information on admissions, financial aid, orientation, interprofessional education, and the academic programs of the

¹⁵² <https://www.ohsu.edu/library/ohsu-fact-book>

¹⁵³ <https://www.ohsu.edu/education/get-involved>

¹⁵⁴ https://www.ohsu.edu/sites/default/files/2021-03/Orientation%20Resource%20Fact%20Sheet_2021.pdf

¹⁵⁵ <https://www.ohsu.edu/education/student-handbooks-conduct-policies-and-procedures>

¹⁵⁶ <https://www.ohsu.edu/education/academics-and-admissions>

institution. OHSU's student onboarding expectations and process is also detailed on the Academics and Admissions webpage. The [Office of the Registrar webpage](#),¹⁵⁷ under "Students" provides a description of [Transfer of Credit Policies](#)¹⁵⁸ for each program, which is governed by the OHSU Student Affairs Policy No. [02-70-005 – Transfer of Course Credit](#).¹⁵⁹ Students and faculty advisors are able to access student information to monitor academic requirements and progress to graduation through their self-service DegreeWorks degree audit system and Banner Student Information System accounts, which can also be accessed via the Registrar site.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Aligned with the institutional mission and its strategic plan ([Image 3](#)), OHSU publishes and shares [student achievement indicators \(SAI\)](#)¹⁶⁰ addressing retention, persistence, completion, post-graduation success, and other institutionally meaningful indicators. In addition to disaggregated information publicly provided in the *OHSU Fact Book*, the institution also reports indicators of institutional effectiveness, student learning, and student achievement on the [OHSU Institutional Effectiveness website](#).¹⁶¹ These indicators of student achievement are an integral part of the OHSU indicators of institutional effectiveness, which are used to determine mission fulfillment at OHSU, as described in Standard 1.B.2.

OHSU disaggregates specific indicators of student achievement by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and by school. OHSU also utilizes the Integrated Postsecondary Education Data System (IPEDS) comparison group information to provide a context for interpreting OHSU's indicators in relation to other similar institutions. OHSU's comparison data institutions are identified by having the same Carnegie Classification of public *Special Focus Four-Year: Research Institution* as OHSU and include the Medical University of South Carolina (national peer), The University of Texas Health Science Center at Houston (national peer), and the University of California – San Francisco (regional peer), which along with the University of Utah (regional peer), have similar missions and values with regard to leadership, education, research, engagement, and the advancement of health care initiatives.

As an example of how OHSU compares its performance to similar institutions, OHSU monitors and reports to NWCCU in compliance with Standard 2.G.5, and publicly on its [Financial Aid website](#),¹⁶² the

¹⁵⁷ <https://www.ohsu.edu/education/office-registrar>

¹⁵⁸ <https://www.ohsu.edu/sites/default/files/2021-10/Transfer%20Credit%20Policies.pdf>

¹⁵⁹ <https://ohsu.ellucid.com/documents/view/20894/?security=ff97f236b2e4a422661493bba529fc7266d3f0d9>

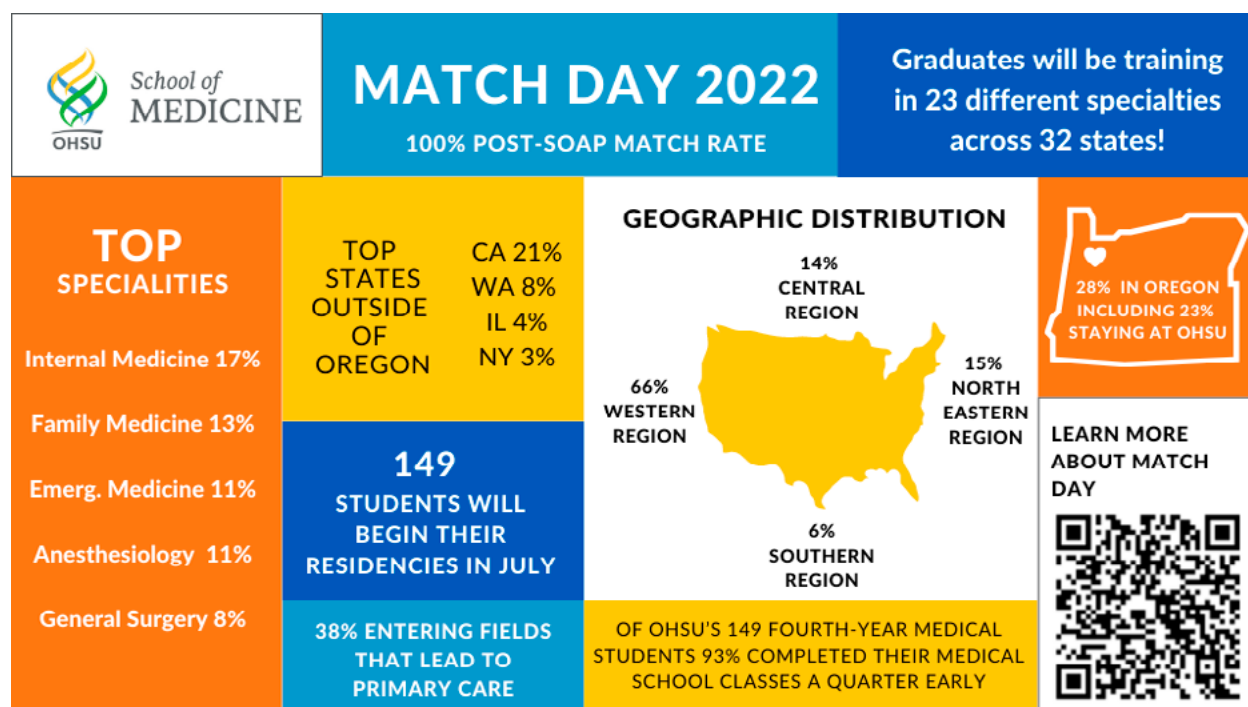
¹⁶⁰ https://www.ohsu.edu/sites/default/files/2022-08/OHSU%20Indicators%20of%20Effectiveness_2022.pdf

¹⁶¹ <https://www.ohsu.edu/education/institutional-effectiveness>

¹⁶² <https://www.ohsu.edu/education/financial-aid>

institution's 3-Year Official Cohort Default Rate as determined by the U.S. Department of Education and reported in the National Student Loan Database System (NSLDS) (SAI 1.11). Success in loan repayment, as identified by a low default rate, demonstrates a student's ability to repay their student loans and is a measure of post-graduation success. OHSU benchmarks its default rate to the national rate as well as to the selected regional and national peer institutions. Other indicators that are benchmarked against the OHSU identified regional and national peer institutions are the percentage of minority student enrollment (IIE 1.1), the percentage of minority faculty (IIE 2.2), the number of degrees awarded in clinical and translational research (IIE 3.1), National Institute of Health total sponsored project revenue (IIE 3.2), the number of new inventions disclosed in a given year (IIE 3.3), and the number of degrees and certificates awarded each academic year (SAI 1.9).

In addition, OHSU's School of Medicine also monitors and celebrates [Match Day](#)¹⁶³ a strong persistence and student success metric (SAI 1.10). Match Day is the annual moment where fourth-year medical students across the United States learn where they will spend the next years of their training as newly minted doctors in residency programs across the country and beyond. OHSU compares its percentage of M.D. graduates matching to a residency program against the national rate.



OHSU also benchmarks and provides publicly through the [Institutional Effectiveness webpage](#)¹⁶⁴ and the *OHSU Fact Book*, "Students Passing Senior-Level Credentialing Examinations on the First Attempt," (2020 pg. 33). Pass rates for its students in comparison with the national average is a measure to determine graduate preparedness. These indicators are collected annually and

¹⁶³ <https://www.ohsu.edu/school-of-medicine/events-and-celebrations>

¹⁶⁴ <https://www.ohsu.edu/education/institutional-effectiveness>

demonstrates a national peer comparison over time in relation to students from other institutions taking the national exam.

As articulated in Standard 1.B.2, during the annual review of the indicators of institutional effectiveness, the institutional comparator data assists in identifying where opportunities for continuous improvement are available and how OHSU can further address educational barriers to success. When identified, opportunities for improvement are shared with academic leadership and committees where a mitigation plan is drafted and vetted with the Office of the Provost. The Office of the Provost advocates the project with the President and OHSU executive leaders to apportion the necessary resources to address institutional and student needs. The work is monitored with accountability and progress measured annually at the review of the indicators of institutional effectiveness.

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

OHSU's disaggregated indicators of student achievement are publicly and readily available on the [OHSU Institutional Effectiveness website](#)¹⁶⁵ along with other institutional indicators of student achievement, student learning, and institutional effectiveness. As articulated in Standard 1.D.2, institutionally meaningful indicators are benchmarked against identified regional and national peers, such as the 3-Year Official Cohort Default Rate, the percentage of minority student enrollment, the percentage of minority faculty, the National Institute of Health total sponsored project revenue, the number of new inventions disclosed in a given year, the number of degrees awarded in clinical and translational research, and the total number of degrees and certificates awarded. In addition, other indicators are benchmarked against national rates, such as the first-time pass rates on credentialing exams and the percentage of M.D. graduates matching to a residency program. These indicators of student achievement along with the institutional indicators and the student learning indicators are reviewed annually to measure mission fulfillment as well as to inform institutional planning activities and resource allocations.

Another example of OHSU sharing disaggregated information is through the annual [OHSU Fact Book](#),¹⁶⁶ where specific disaggregated student information, data about the institution, and details about the institution's schools and programs is shared including student headcount and degrees and certificates awarded by race, ethnicity, and gender. This public information is provided over time, which enables OHSU to monitor trend data. Additional school-specific information on completion rates, degrees awarded, and a comparison of OHSU first-time professional exam pass rates in relation to the national pass rate for the exams is also included. This information enables OHSU to monitor annual data trends and inform the decision-making processes.

¹⁶⁵ <https://www.ohsu.edu/education/institutional-effectiveness>

¹⁶⁶ <https://www.ohsu.edu/library/ohsu-fact-book>

As a complex organization, OHSU relies heavily on multiple inputs when making data informed decisions guiding continuous improvement. OHSU's shared decision-making process ([Image 4](#)) involves a broad and diverse group of engaged stakeholders, incorporating all levels of the OHSU community to inform planning, allocation of institutional resources, implementation, and accountability. Strategic investments and resource allocations are approved by OHSU executive leadership after thorough review, with the implementation and accountability of academic decisions administered by the Office of the Provost with transparency and communication to the OHSU community.

An example of the decision-making process the executive leadership at OHSU utilizes, which includes engaging multiple stakeholders and considering entwined initiatives, is evident in the *OHSU 30-30-30* proposal. The impact of COVID-19 on the State of Oregon highlighted the state's need for a diverse, educated, and trained health care workforce. To address this state workforce shortage, OHSU analyzed copious amounts of data including disaggregated race, ethnicity, and gender headcount enrollments in various OHSU health care profession programs compared to the Oregon population, the number of degrees and certificates awarded, and student completion rates as the proposal for *OHSU 30-30-30* went to the state legislature. Comparative analysis of state demand and OHSU's potential to meet this expectation is based on the data projections. The accompanying proposed growth of 30% in health care profession programs graduates also requires the allocation of resources to increase student recruitment of diverse learners, to provide increased student support services, and to support infrastructural challenges. To ensure OHSU meets these needs, the Office of the Provost has appointed the Vice Provost for Student Affairs and the Vice Provost for Enrollment Management and Academic Programs to lead expansion of student support services and tasked the Office of Learner Placement and Housing to address the need to increase student training support and placements across Oregon. This succinct overview demonstrates how the institution addresses a need utilizing data to make informed planning decisions and allocates resources to achieve desired expectations.

1.D.4 *The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

OHSU has a clear process and methodology for collecting and analyzing its indicators of student achievement to demonstrate institutional effectiveness. The Office of the Provost retains an experienced data analyst, who collects data from various sources, generates indicator reports, and shares data with OHSU's accreditation working group throughout the year. All indicators of institutional effectiveness are updated and reviewed annually to ensure results and targets are meaningful. As stated previously, the trend data is analyzed by the Office of the Provost and indicator results that fall below 80% are identified and a remediation plan for correction is established. The organization utilizes institutional data to measure the progress and development of its student achievement indicators and conforms to its expectation of transparency by publishing institutional indicators, student learning indicators, and student achievement indicators on the Institutional Effectiveness website, and provides updates to the appropriate leaders and institutional administrative committees.

OHSU has a complex yet very involved and campus-engaged [decision-making process](#)¹⁶⁷ to allocate institutional resources to address perceived equity and achievement shortcomings. As detailed in Standard 1.D.3, OHSU used indicators of student achievement when analyzing and developing the 30-30 initiative resulting in a substantial increase in OHSU's state appropriation, which will be used to increase the diversity of the OHSU student body and to increase the number of graduates in health care professions programs to address workforce shortages. This effort will be crucial in addressing the following objectives to:

- Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.
- Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.

These objectives are key components of institutional effectiveness and the corresponding indicators will measure the development and progress in attaining these expectations as OHSU works to meet the goals of *OHSU 30-30-30*.

OHSU has demonstrated its long-term commitment to mitigating gaps and improving the diversity and experience of the student body while also addressing workforce shortages.

OHSU's participatory and shared governance structure enables various bodies across the institution to provide data, input, and justification for the allocation of resources to address issues having an impact at the institution. OHSU relies on and values the expertise of its community, including faculty, staff, students, and advisory committees, to guide the university in achievement of its mission. Recommendations on mitigating perceived institutional gaps are based on data and reviewed by the Office of the Provost, shared with the Executive Vice President and Provost, the President and OHSU executive leaders, where a budgetary review for resources is undertaken. Upon a decision, a communication plan is implemented to keep the OHSU community informed on goals, a work plan, and next steps to move the institution forward on addressing the identified issues. For example, as articulated in Standard 1.B.4, the relationship between the Office of the Provost and the Pharm.D. program demonstrates the reliance on the expertise of the program's leadership in addressing the North American Pharmacist Licensure Examination (NAPLEX) first-time pass-rate result which fell below the target for 2019. A remediation plan was developed to address this student achievement indicator (SAI 1.8), students were engaged in addressing the concern and the improved exam results increased student, program, and administration satisfaction.

Another example of OHSU's allocation of resources to address perceived gaps in student achievement and equity was the recruitment in spring 2022 of the Vice Provost for Student Affairs and two new educational specialist positions to provide needed services to faculty and students. These new positions focused on the concentrations of student affairs, career counseling, and enhancing OHSU's learning environment by fostering a culturally relevant and inclusive educational experience and cultivating a respectful community for all learners. In addition, with didactic courses delivered online or in a hybrid model because of COVID-19, OHSU also identified resources to support faculty through workshops and trainings and invested resources into student affairs in the support of student progress and success.

¹⁶⁷ https://www.ohsu.edu/sites/default/files/2022-06/OHSU_Educational_Decision_Making_Process_FINAL.pdf

Conclusion

OHSU has a long-standing, well-established mission of educational excellence, research productivity, community engagement, and providing health care to the state, region, and beyond. It is this mission that is the motivation that encourages continuous improvement for Oregon's only academic health center. OHSU continually evaluates its internal and external environments as evidenced by its inclusive strategic planning endeavor *OHSU 2025*, its hospital expansion project, and the newly created *OHSU 30-30-30* initiative, which will increase educational opportunities and student diversity while addressing the future employment and workforce needs of the state and region. The OHSU community welcomes the opportunity to reflect on its importance and relevance of its mission, given the challenges and stressors raised by the COVID-19 pandemic and the realization OHSU's success as an organization and success of its students will be crucial in shaping the state and region in the years to come. Under the leadership of the OHSU Board of Directors, President Jacobs and the commitment of the entire OHSU community, OHSU is prepared to address the challenges that face the institution and achieve its mission while continually striving for improvement.

Student Success – Student Learning

OHSU has fully integrated the internal processes to ensure curriculum relevance, student learning, and alignment with OHSU Graduation Core Competencies through its academic program and student support services assessment planning and reviews. These institutionally inclusive practices ensure clearly articulated learning expectations are communicated to students, achieved, reflected upon, and revised when appropriate, with OHSU's programs monitoring their curriculum to ensure it is relevant and appropriate, with adequate resources to achieve the programmatic goals. This program and curricular review is externally validated by compliance with specialized accreditation agency requirements through site evaluations and reporting on specific standards of accreditation and is nationally recognized through identification as an *Excellence in Assessment (EIA)* designee by the National Institute of Learning Outcomes Assessment (NILOA) for 2020.

Student Success – Student Achievements

OHSU monitors its student achievements to ensure students are appropriately prepared when entering the work environment. OHSU's programs have rigorous admissions requirements and the institution publishes applicant pool data and student qualification details to demonstrate adequately prepared students are matriculated into the programs. Additionally, OHSU monitors its retention, persistence, and graduation rates as well as degrees and certificates awarded to monitor the institution's successes. OHSU also assesses how its students perform on national tests as well as tracking student ability to repay loans. These comparator indicators reinforce how well the curriculum prepares students to transition out of the school environment and into the work force.

Institutional Effectiveness – Mission Fulfillment

By utilizing established indicators of institutional effectiveness, aligned with its strategic plan and mission statement, OHSU has a transparent process to define mission fulfillment. Using a 3-tiered indicator rating system of meeting or exceeding the threshold (green square), within an acceptable range of $\geq 80\%$ of the threshold (yellow triangle), or under an acceptable range with the result equaling $< 80\%$ (red X), OHSU has an easily identifiable method to annually track and monitor its progress on mission attainment. Additionally, the annual review of indicators and target levels enables OHSU to address potential concerns or negative trends in an effective and efficient way. In tracking its indicators over time, disaggregating several indicators of student achievement, and benchmarking against peer and national institutions, OHSU is in a strong position to allocate resources to address issues of achievement and equity.

Guided by its mission, OHSU has the opportunity, through *OHSU 2025* and the state legislative investment of *OHSU 30-30-30*, to make a profound impact on the educational opportunities and successes for students, on the diversity of its community, and on the statewide workforce. OHSU is prepared and looks forward to these challenges in making Oregon and the region, a more inclusive and educated home for its citizens.



Picture description: M.D. Class of 2024, student dons her white coat in the first of the medical school's rites of passage to return in-person since the pandemic began.

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Appendices

Appendix 1: Response to NWCCU Year 6

Response to any concerns raised in the peer-evaluation report of the Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR); attach the institution's Year Six, Standard Two, PRFR report and the peer-evaluation report associated with the institution's Year Six, Standard Two, PRFR report.

OHSU received a Policies, Regulation, and Financial Review correspondence from [NWCCU on February 18, 2022](#).¹⁶⁸ NWCCU's Year Six, Standard Two, Policies, Regulations and Financial Review (PRFR) site evaluation team response letter determined OHSU is in compliance with all the standards for accreditation with a notation for Standard 2.G.2 that *"The majority of the material is readily accessible at various websites."* Additionally, "Concluding Comments:" noted: *"OHSU has provided clear and compelling answers to each question and has provided strong evidence of compliance in all areas. Easy access to an online catalog would be helpful."*

As stated in the "Response on Topics Previously Requested by the Commission" (pg. 13) of this Year Seven report, OHSU does not offer undergraduate General Education courses and students are admitted into specific programs of education with clear course progression with many of these programs subject to specialized accreditation standards. OHSU provides materials identified in Standard 2.G.2 through various sources as articulated in the [supplemental submission](#)¹⁶⁹ to NWCCU. Some information is available centrally to the entire OHSU community through the [Education](#)¹⁷⁰ and [Registrar and Financial Aid](#)¹⁷¹ websites, in the annual [Student Handbooks](#),¹⁷² and through school and programmatic websites where detailed information is delivered. The admission example provided articulates how programs are the best resource for providing admissions requirement expectations to applicants and how the program is the best point of contact for applicants, so questions can be addressed in an efficient, accurate, and timely manner.

OHSU's [Year 6 – Policies, Regulation, and Financial Review Report](#)¹⁷³ and the supplemental submission to NWCCU describe how all of the required information in Standard 2.G.2 is readily available. These reports as well as other accreditation materials are available publicly on

¹⁶⁸ https://www.ohsu.edu/sites/default/files/2022-03/PRFR_Letter-Oregon%20Health%20and%20Science%20University%20F21.pdf

¹⁶⁹ <https://www.ohsu.edu/sites/default/files/2022-03/OHSU%202021%20Year%20Six%20Supplemental%20Report.pdf>

¹⁷⁰ <https://www.ohsu.edu/education>

¹⁷¹ <https://www.ohsu.edu/education/registrar-and-financial-aid>

¹⁷² <https://www.ohsu.edu/education/student-handbooks-conduct-policies-and-procedures>

¹⁷³ <https://www.ohsu.edu/sites/default/files/2021-09/OHSU%202021%20Year%20Six%20Self%20Evaluation%20Report%20WEB.pdf>

[OHSU's accreditation webpage](#).¹⁷⁴ OHSU is committed to transparency and keeping its community informed. OHSU is always evaluating the ease with which information is publicly available. As such, OHSU is currently assessing the implementation and maintenance costs associated with a comprehensive online catalog software system to be more helpful to the OHSU community.



Picture description: View of the OHSU South Waterfront Campus from the OHSU Tram.

¹⁷⁴ <https://www.ohsu.edu/education/accreditation>

Appendix 2: OHSU 2025 Strategic Planning Projected Budget

Goal	New ID	Objective	Year 1	Year 2	Year 3	Total
People	01.1	People first (Well Being, DEI, Safety)	\$2,000	\$2,500	\$3,000	\$7,500
	01.2	Faculty/Staff Development	\$60	\$331	\$341	\$732
	01.3	Learner Success	\$750	\$1,685	\$1,721	\$4,156
	01.4	Faculty Support Principles	\$100	\$103	\$ -	\$203
	01.5	Provider Enterprise	\$250	\$500	\$500	\$1,250
	01.6	Clinician Workload and Workflow Optimization	\$1,000	\$500	\$250	\$1,750
Education	02.1	Learner Placement	\$1,273	\$1,095	\$1,013	\$3,381
	02.2	Simulation	\$1,050	\$4,396	\$2,114	\$7,560
Health System	03.1	Ambulatory Expansion	\$2,250	\$2,750	\$2,500	\$7,500
	03.2	Cancer Service Line	\$3,500	\$3,500	\$3,500	\$10,500
	03.3	Women and Children's Service Line	\$2,000	\$2,000	\$2,000	\$6,000
	03.4	Payor Partnerships	\$750	\$1,750	\$1,000	\$3,500
	03.5	Heart and Vascular Service Line	\$ -	\$250	\$250	\$500
Research	04.1	Research Funding 20% Increase	\$400	\$800	\$1,000	\$2,200
	04.2	Research Support Services	\$605	\$990	\$1,485	\$3,080
	04.3	Research Informatics	\$1,866	\$2,598	\$2,660	\$7,124
Community	05.1	Population Health and VBC	\$125	\$250	\$125	\$500
Infrastructure	06.1	Data Governance and POWER	\$5,545	\$4,715	\$4,837	\$15,097
	06.2	Enterprise Project Management Office	\$1,873	\$2,113	\$2,119	\$16,185
	06.3	Research Transparent Decision-Making	\$100	\$103	\$107	\$310
	06.4	Collaboration Platform	\$2,358	\$2,708	\$2,656	\$7,723
	06.5	Classroom Technology	\$320	\$1,424	\$1,424	\$3,168
	06.6	System Hospital Optimization	\$1,000	\$500	\$ -	\$1,500
Total			\$29,175 M	\$37,561 M	\$34,683 M	\$101,419 M



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